

THE USE OF PICTURE SERIES TO IMPROVE THE WRITING SKILLS
OF TENTH GRADE STUDENTS OF SMA N 1 SRANDAKAN IN
WRITING NARRATIVE TEXTS IN THE ACADEMIC YEAR OF
2013/2014

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education



Erika Yulia Puspitasari

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY

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A THESIS

Erika Yulia Puspitasari

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Accepted by the Board of Examiners of Faculty of Languages and Arts,
Yogyakarta State University on July 2014 and Declared to Have Fulfilled the
Requirements for the Attainment of the Degree of Sarjana Pendidikan in English
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Texts in the Academic Year of 2013/2014

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Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juli 2014

Penulis



Erika Yulia Puspitasari

MOTTOS

“Wallahuma’asshoobiriin.”
(Qur’an Al Anfal 66)

“La tahzan innallaha ma’ana”
(Qur’an At Taubah 40)

“Man jadda wajada.”

“It’s not the load that breaks you down, it’s the way you carry it.”
(Lena Horne)

“No pain no gain.” (Anonymous)

“Don’t give up.” (Anonymous)

“Learn from yesterday, live for today, hope for tomorrow.”
(Albert Einstein)

DEDICATION SHEET

This thesis is dedicated to my beloved father Sutirto, B.A.
and my lovely mother Nuriyah
for their endless supports, prayers, love, and affection.

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Finally, I do hope that this thesis will be useful to all readers. However, I realize that this writing is still far from being perfect. Therefore, any criticism, corrections, and suggestions will be appreciated.

Yogyakarta, July 2014

The writer

TABLE OF CONTENTS

TITLE PAGE.....	i
APPROVAL SHEET	ii
RATIFICATION SHEET.....	iii
STATEMENT	iv
MOTTOS	v
DEDICATION SHEET	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS.....	viii
LIST OF APPENDICES.....	xi
LIST OF FIGURES AND PICTURES	xii
LIST OF TABLES	xiii
ABSTRACT	xiv
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problems	5
C. Limitation of the Problems	8
D. Formulation of the Problem	8
E. Objective of the Research	8
F. Significance of the Research	9
CHAPTER II THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK.....	10
A. Theoretical Review	10
1. Writing	10
a. The nature of writing	10
b. Writing process.....	12
c. Micro skills of writing	14
2. Teaching Writing	15
a. Approaches of teaching writing	15
b. Teaching writing in Senior High School	17
c. Assessing writing	18
d. The role of the teacher	19
3. The Role of Media	21

a. Kinds of media	21
b. Picture series as media in teaching writing	23
4. Narrative Text and How to Teach Them	24
B. Relevant Studies.....	26
C. Conceptual Framework	28
CHAPTER III RESEARCH METHOD	30
A. Research Type	30
B. Research Setting	31
C. Subject of the Research	32
D. Data Collection	33
a. Types of data	33
b. Techniques of data collection	33
c. Research instrument	35
d. Data analysis	37
E. Validity and Reliability of the Research	38
F. Steps of the Study	40
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	43
A. Reconnaissance	43
1. Identification of the Field Problems	43
2. Selecting the Problems	49
3. Determining the Action to Overcome the Selected Problems	51
B. Report of Cycle I and II	52
1. Report of Cycle I	52
a. Planning	52
b. Action and observation	55
c. Reflection	66
2. Report of Cycle II	72
a. Planning	72
b. Action and observation	74
c. Reflection	80
C. General Findings	86
D. Discussion	92
CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS..	95
A. Conclusions	95
B. Implications	97
C. Suggestions	98

REFERENCES	100
APPENDICES	102

LIST OF APPENDICES

	page
A. Field Notes.....	103
B. Interview Guidelines and Transcripts.....	120
C. Course Grids	139
D. Lesson Plans.....	154
E. Observation Checklists	198
F. Scoring Rubrics.....	211
G. The Students' Scores	214
H. T Test Analysis	220
I. The Students' Writings.....	227
J. Attendance List	240
K. Photographs	243
L. Permit Letters.....	247

LIST OF FIGURES AND PICTURES

	page
Figure 1 : The Spiral Model by Kemmis and McTaggart.....	31
Figure 2 : The Samples of Students' Writing on Cycle I	70
Figure 3 : The Samples of Students' Writing on Cycle II	83
Figure 4 : The Samples of Students' Writing on Cycle II	83
Figure 5 : The Graph of Students' Writing Score in the Five Aspects.....	91
Picture 1 : The students voluntarily sequence the pictures on the whiteboard.....	61
Picture 2 : The teacher gives guidance during group discussion	62

LIST OF TABLES

	page
Table 1 : Standard of Competence and Basic Competence of Writing Skills for Senior High School Students Grade X Semester 2	18
Table 2 : Pre Test Scores Distribution of X2 Class in Writing Narrative Texts	47
Table 3 : The Field Problems in X2 Class SMA N 1 Srandakan.....	48
Table 4 : Feasible Writing Problems of X2 Class SMA N 1 Srandakan to be Solved	50
Table 5 : The Actions to Overcome the Problems	51
Table 6 : The Progress of the Students' Writing Ability from Pre Action to Cycle I	71
Table 7 : The Students' Mean Scores in Cycle II	84
Table 8 : The Scores Distribution of Students' Writing in Cycle II	84
Table 9 : The Students' Mean Scores in Post Test.....	85
Table 10 : The Progress of the Students' Writing Ability from Cycle I to Cycle II	85
Table 11 : The Progress of the Students' Writing Ability Before and After the Actions	87
Table 12 : The Mean Scores in the Aspect of Content.....	90
Table 13 : The Mean Scores in the Aspect of Organization.....	90
Table 14 : The Mean Scores in the Aspect of Language Use.....	90
Table 15 : The Mean Scores in the Aspect of Vocabulary.....	91
Table 16 : The Mean Scores in the Aspect of Mechanics	91

THE USE OF PICTURE SERIES TO IMPROVE THE WRITING SKILLS OF TENTH GRADE STUDENTS OF SMA N 1 SRANDAKAN IN WRITING NARRATIVE TEXTS IN THE ACADEMIC YEAR OF 2013/2014

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ABSTRACT

This research aims to improve the writing skills of tenth grade students of SMA N 1 Srandakan in writing narrative texts through picture series in the academic year of 2013/2014.

This study was an action research study. It was conducted in two cycles, from the 30th of January to the 1st of March 2014. Each cycle consisted of three meetings. The steps of the research were reconnaissance, planning, action and observation, and reflection. The subjects of this research were 22 students of X2 class, the English teacher, and the researcher. The data were in the form of qualitative data and also supported by quantitative data. The qualitative data were collected through observations and interviews. Meanwhile, quantitative data were gained through pre test and post test. The data were analyzed qualitatively and quantitatively. The field notes and interview transcripts were analyzed qualitatively through five steps namely assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes. The students' scores on pre test and post test were interpreted by using SPSS 16.1 to obtain the means scores. In addition, t test was used to investigate the improvements. The validity of the research was obtained through five validities namely, process validity, democratic validity, dialogic validity, catalytic validity, and outcome validity.

The result of the research indicated that the use of picture series effectively improved the students' ability in writing narrative texts. The strategy made a quite much improvement of the students writing in the aspects of content, organization, language use, vocabulary, and mechanic. In reference to the students' writing scores, the gain score of content aspect was 4.78, organization aspect was 4.32, language use aspect was 6.63, vocabulary aspect was 2.52, and mechanic aspect was 0.77. The use of picture series also improved the teaching and learning process of writing such as the students' motivation and classroom interaction.

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problems, limitation of the problems, formulation of the problem, objective of the research, and significance of the research. Each of them will be discussed below.

A. Background of the Study

English is a compulsory subject to be taught in secondary school in Indonesia. In teaching English, there are four language skills which should be taught to students. Those skills are namely listening, speaking, reading, and writing. Those four skills can be categorized into two main skills, receptive skills and productive skills. Listening and reading belong to receptive skills, while speaking and writing belong to productive skills. There are some differences between those two skills. The main difference is that in receptive skills, students do not need to produce language but they just receive and comprehend it. Sometimes, receptive skills are also called as passive skills. Meanwhile, in productive skills, students must produce language whether spoken or written. As for that reason, productive skills are sometimes called as active skills. However, both receptive and productive skills are important because those skills support each other. Students also must learn them in a sequence, that is receptive first then productive. Those four skills are essential in teaching and learning English, so students must have a good mastery on them in order to be good English language learners. As stated above, every skill is important to be mastered, for example

writing skill. According to Lundsteen in Palmer et al.(1994:1), writing is a tool to get along with the world. People communicate not only through spoken medium but also through written medium. There are so many communication media which use written language, such as newspaper, magazine, blog, website, and even social media. Based on those reasons, it is clear that writing skill is also important to be mastered in order to maintain a good communication with other people. Therefore, English teaching and learning process in the class should include teaching writing skill in a correct way in order to help the students to build their ability and competence in written language.

However, it has been realized that productive skills might be more difficult to be mastered than receptive skills. Furthermore, many English language learners, especially second language learners, agree that writing is a difficult skill to be mastered (Richards and Renandya, 2002). In addition, Taylor (2009:4) supports by saying that for most people writing is an extremely difficult task if they are trying to grab in their language with new ideas and new ways of looking at them. This is in line with Harmer (2007:278) who states that mastering productive skill especially writing can be very stressful if they do not know the appropriate words or grammar to express the idea. It is clear that to be able to write correctly, language learner must have a good mastery on grammar, content, organization, vocabulary, and mechanics.

Although people already know the importance of writing skills, in fact, the teaching and learning process in the class somehow does not run smoothly. As the result, it does not show a successful achievement at the end of teaching and

learning writing. Based on the researcher's observation in SMA N 1 Srandakan, it was found that grade X students especially X2 students still had difficulties in the writing class. They had a mindset that writing was very difficult. When they were assigned to write a text, they seemed unwilling to do it. Moreover, some of them tended to just copy and paste from the internet, from their friends' work, and some of them preferred to do not submit their works. Moreover, some of the students paid less attention in writing class. There were only some of the students who participated in the class by answering and responding to their teacher's questions and instructions. Instead, some students played their mobile phones and chit-chatted during the lesson. It could be concluded that their motivation to join the lesson was quite low.

Based on the observation on the students' writings, there were some mistakes in them. Their writings indicated that the students also had some difficulties in some aspects of writing. Those difficulties were related to the content, organization, mechanic, grammar, and vocabulary. The students found a difficulty to express their ideas when they were asked to write a text especially to think about what they should write as the first sentence in their paragraph. As the result, the students' writing was very short. Unfortunately, some of them also preferred to copy their friends' work and submitted them to their teacher. In other words, the students had difficulty in generating the ideas in writing. Another difficulty was related with the organization. The students still made mistakes in sequencing their ideas into a coherent paragraph. So, some of the students' writings were not well sequenced. Some of their writing also confused the readers.

Furthermore, grammar was also a serious problem in X2 class. Almost half of the students were still confused and did not master grammar well. They still made a lot of mistakes in making sentences especially in past tense. They also often misused the pronoun, article, agreement, and so on. The students also ignored the writing mechanism such as spelling, punctuation, and capitalization. In addition, one of the most serious difficulties was vocabulary. The vocabulary mastery of the students was relatively insufficient and it was represented in their word choices. They often used the vocabulary without considering the appropriate context and meaning. Moreover, the students were not eager to bring their dictionary with them in English class. They only asked their teacher when they did not know the meaning of some English words or the English of some Indonesia words. This condition made them dependent on their teacher.

Based on the problems above, the researcher proposed picture series to improve the students' writing skills especially in writing narrative text. Picture series was chosen because the English teacher never used picture series in writing class before. In addition, picture series also have many benefits such as to stimulate the ideas and to engage the students in learning. Furthermore, it is also easy to be prepared and relatively adjustable to be used for various ages of learners and purposes. As for those reasons, an effort to improve writing skills on narrative text using picture series was necessary to be done.

B. Identification of the Problems

Based on the observation, the problems relate to this research come from some factors. Those problems can be identified as the following:

1. The students

The first problem is related with the students. The students of grade X had low interest in writing class. They also had a mindset that English is a difficult subject. The effect of this problem is they paid less attention in the class, for example during the discussion there were only some of the students who got involved. Meanwhile, some of the students played their mobile phone or talked with their friends during the English lesson.

Furthermore, when they got a writing task, their writings also were not satisfying. It was found that some of the students only copied and pasted from the internet or just copied their friends' works, some of them just wrote a few sentences, and some of them did not do the task. Another fact is the students were unwilling to do the task given by the teacher. As the result, their writing scores were very low and insufficient.

Therefore, there were some difficulties that the students had in mastering a writing skill. Those difficulties could be classified into five aspects; those are content, organization, grammar, mechanic, and vocabulary. In terms of content, the students were difficult to get the idea that they wanted to write. They could not get the inspiration to write because they did not do brainstorming successfully. As the result, the students were lack of the idea so that when they got stuck they tended to copy-paste their friends' work. Some

of them could only state their ideas into a few sentences. It means that the students could not develop the idea that they had in their mind into longer paragraphs. Moreover, the students also had a difficulty in text organization. Some of the students' writings were not in a good text organization. They had a difficulty to organize their ideas into a good paragraph such as which one came first as cause and effect or the sequences. As the result, their writing was not well written and well read too.

The students also had a difficulty to write in term of grammar. The students' grammar mastery was insufficient. It was represented when the students were asked to make some simple sentences, they wrongly used the grammar. They were mostly had a difficulty in using the simple past tense. Another thing that needed to be considerate was about their mechanization in writing. Sometimes, the students misspelled the words, wrongly used the capitalization, and also wrongly used the punctuation such as full stop and comma. Another difficulty concerned with the vocabulary. The students also had low vocabulary mastery. It was represented in their word choices in writing. They also were not eager to bring the dictionary into English class. The students only asked their teacher if they did not know the meaning of some English words or what was the English of some Indonesian words. This condition made the students became dependent with their teacher.

2. The media

Based on the observation, there were only limited media that were used during English class. There is no language laboratory in this school.

Moreover, there are only two LCDs that were being used by all teachers in turns. So, the media that the English teacher mainly used were board marker, whiteboard, and text book.

3. The English teacher

The role of the teacher also influences the students learning and the whole teaching and learning process. The teacher technique in teaching also contributes a successful learning. Based on the observation, the English teacher in this school did not successfully used communicative teaching. He used communicative teaching but he could not engage their students' interest in learning so the students rarely got involved during the discussion. As the result, the classroom interaction was mainly done between teacher to students.

He also rarely used some interesting techniques such as playing games, doing role-play, or using interesting media such as realias, picture series, or songs. However, sometimes, the teacher also used some pictures for some topics but they were rarely and werenot maximally used. He only gave the explanation and some examples from book or from the internet then asked the students to write or sometimes he used the whiteboard and board marker. This kind of condition made the students not interested with the learning process.

To sum up, the problems on writing class were caused by three factors. Those were related with the students, the media that were being used, and also the English teacher.

C. Limitation of the Problems

Because of the limitation in terms of time, human resource, and also finance, in this research, the researcher narrowed down the problem into the effort to improve the writing skills of tenth grade students of SMA N 1 Srandakan on writing narrative texts by using picture series in the academic year of 2013/2014. Applying so many techniques could be so complicated. So, regarding to the strengths that picture series has, this study focus is on picture series.

D. Formulation of the Problem

Based on the observation and the explanation above, the problem of this research can be formulated as “How can the skills of writing narrative texts of tenth grade students of SMA N 1 Srandakan be improved by using picture series?”

E. Objective of the Research

Related to the formulation of the problem above, the objective of the research is to improve writing skills of tenth grade students of SMA N 1 Srandakan on narrative texts using picture series.

F. Significance of the Research

The findings of this research are expected to be useful for:

1. Students

The use of the picture series can help the students improve their writing skills such as to help them generate the ideas, choose the appropriate vocabularies and organize their ideas when they write their narrative texts.

2. English teachers

The result of this research can be used as a reference and a valuable resource of information to improve students' writing skills especially on writing narrative texts by using picture series to make the English teaching and learning become more interesting and effective.

3. Other researchers

The result of this research can be used as the reference for researchers who want to do research on improving students' writing skill especially in narrative texts.

CHAPTER II THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents the theoretical review, the relevance studies, and the conceptual framework. Theoretical review presents some theories that become the foundation of the study. Relevant studies presentsome relevant research which is also related to the study. Conceptual framework presents the relation of the theories and the study.

A. Theoretical Review

In this section of the thesis, the writer presents some terms and concepts that are used in this study. Those terms and concepts are:

1. Writing

a. The Nature of Writing

There are many experts who give their views about the definition of writing. According to Spratt et al. (2005:26), writing is an activity in which people communicate a message by making signs in a page. It means that in a writing activity, people should express their message or idea which is represented by some signs such as letters and punctuation. These letters are combined into words, words into sentences, and sentences into paragraphs. In order to be able to write, people should think about what messages that they want to express and to whom their messages are being communicated to. Nunan (2003) also suggests that writing is both a physical and a mental act. It is called a physical act because writing is an act of committing ideas into

somemedium. On the other hand, as mental act writing is a mental act of inventing

ideas, thinking about how to express them and organizing them into a sentence and paragraph. In addition, Hamp-Lyons and Kroll in Weigle (2002:19) define writing as an act that takes place within a context, that accomplishes a certain purpose, and appropriately shaped for its intended readers.

Furthermore, Perrin in Palmer et al. (1994: 5) states that writing is a kind of thinking activity through written words. It means that a good writing needs a careful thinking. Those thinking can be represented in the form of generating the idea, choosing the suitable words or appropriate vocabulary, and arranging those ideas into a good sequence. This is also in line with Palmer et al. (1994) who mentions that writing requires complex thinking which is involved problem solving and decision making.

In some ways written language is different from spoken language. It makes writing as the product of written language has some characteristics. According to Brown (2000) there are seven characteristics of written language from writer's point of view. Those are:

- 1) Permanence: once something is written down and delivered in its final form its intended audience, the writer gives up a certain power; the power to emend, to clarify, and to withdraw.
- 2) Production time: writer is given appropriate stretches time for developing efficient processes for achieving the final product.
- 3) Distance: concern with the audience, the writer must anticipate how specific words, phrases, sentences, and paragraphs will be interpreted. A good writer can read their own writing from the perspective of the mind of the targeted audience.
- 4) Orthography: the ideas are captured through the manipulation of a few dozen letters and other written symbols.
- 5) Complexity: writer must learn how to remove redundancy, how to combine sentences, how to make references, how to create syntactic and lexical variety, and much more.
- 6) Vocabulary: written language places a heavier demand on vocabulary use than does speaking.

- 7) Formality: the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

In conclusion, there are many views about how to define the nature of writing. Overall, those views explain that writing as a product of written language has some characteristics that can differ it from the spoken one. Moreover, writing is an act that not only involves deep thinking in arranging the ideas and converting them into some words and sentences, but also making them suitable with the context, purpose, and audience.

b. Writing Process

According to Hedge in McDonough and Shaw (2003:163), the writing process is represented by the stages as below:

Getting ideas together	planning and outlining	making notes	making a
first draft	revising, redrafting	editing	final revision

Byrne in McDonough and Shaw (2003:163) also mention that the writing process included: list ideas, make an outline, write a draft, correct and improve the draft, and write the final version.

Furthermore, Richards and Renandya (2002:316) state that there are four stages of writing process. Those stages are planning, drafting, revising, and editing. Every stages of writing process can be explained as below:

1) Planning

Planning which is also called as pre-writing is an activity to prepare the students to write. In this stage, there are some activities that can be done to encourage the students to be able to write. Those activities include brainstorming, clustering, rapid free writing, and by using WH questions.

2) Drafting

In this stage, the focused activity is on the fluency of writing. It means that the students must write fluently without taking the consideration of grammatical accuracy or the neatness of the sentences. In this stage, the students have the chance to write everything that comes into their mind according to the topic that they want to write.

3) Revising

In revising stage, the students recheck and reexamine what they have written in order to see how effectively they have communicated their idea to the readers. It is not merely checking for language errors but also to improve global content and the organization of ideas.

4) Editing

At this stage, the students are engaged in tidying up their texts as they prepare the final draft for evaluation. The activities done by the students at this stage are editing their mistakes on grammar, spelling, punctuation, sentences, diction, sentence structure, etc.

On the other hand, there is also an expert who states that sometimes writing does not have to follow such an ordered sequence. According to Nunan (2003), the process of writing includes organize, drafts, edits, reads, and rereads. This process of writing is often cyclical and sometimes disorderly. It can be said as disorderly because sometimes after the writers reach the next step, they have to repeat the previous step. Hyland (2003:11) also has the same ideas that planning, drafting, revising, and editing do not

occur in a neat linear sequence, but are recursive, interactive, and potentially simultaneous, and all work can be reviewed, evaluated, and revised, even before any text has been produced at all. This in line with Tribble (1996: 37-39) in Harmer (2007: 326) who states that in reality, the writing process is more complex and the stages of writing are done recursively. Thus at editing stage, sometimes writers may feel to go back at the pre-writing stage and rethink about what they have written.

In summary, the process of writing consists of planning, drafting, revising and editing. These processes are done in a cycle but sometimes recursively, even disorderly. The important point is each stage of the writing process can help and guide the students to be able to write effectively.

c. Micro skills of Writing

To master four language skills well, language learners must pay attention to the micro skills of them. These micro skills represent the basic mastery of the skill. According to Spratt et al. (2005), writing involves some sub skills in which some of those are related with the accuracy. It means that writing involves spelling correctly, forming letter correctly, writing legibly, punctuating correctly, choosing the right vocabulary, etc.

Moreover, Brown (2000: 343) also suggests that there are 12 micro skills of writing. Those skills are explained as the following:

- 1) Produce graphemes and orthographic pattern of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order pattern.

- 4) Use acceptable grammatical system (e.g. tense, agreement, pluralization), patterns, and rules.
 - 5) Express a particular meaning in different grammatical forms.
 - 6) Use cohesive devices in written discourse.
 - 7) Use the rhetorical forms and conventions of written discourse.
 - 8) Appropriately accomplish the communicative functions of written texts according to form and purpose.
 - 9) Convey links and connections between events and communicate such relations such main idea, supporting idea, new information, given information, generalization, and exemplification.
 - 10) Distinguish between literal and implied meanings when writing.
 - 11) Correctly convey culturally specific references in the context of the written text.
 - 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.
2. Teaching Writing

Some theories which are related to teaching writing will be discussed below. This discussion includes four main aspects in teaching writing. Those will be explained as the following:

a. Approaches of Teaching Writing

There are some approaches in the teaching of writing. Teachers must be able to decide which approach that they want to use. Harmer (2007) suggests four approaches that can be used. Teachers need to choose between them, deciding which approach is better for their students. Teachers must decide whether they want to focus on the process rather than the product, whether to write based on certain genres, creative writing, writing individually or cooperatively.

The most popular approaches are product-oriented approach and process-oriented approach. Each of those approaches will be explained as follows:

1) Product-oriented approach

In the teaching of writing, teachers can either focus on the product of that writing or on the writing process. Product oriented approach was very popular many time ago. In this approach, the thing to be focus is on the final product. According to Brown (2000), there are some characteristics of product oriented approach. Those are (1) the compositions should meet certain standards of prescribed English rhetorical style, (2) the compositions should reflect accurate grammar, and (3) they are organized in conformity.

Furthermore, in this approach, students' writing will be measured based on some criteria. Since the focus is on the final product, it is important to pay more attention on those compositions of final product. In addition, the scoring criteria which are being used to measure involve some aspects include content, organization, grammar, vocabulary and writing mechanics.

2) Process-oriented approach

Process-oriented approach is the reversal of product-oriented approach. In this approach, the focus is on the various stages that any piece of writing goes through (Harmer: 2007). Those stages are namely pre-writing, editing, redrafting, and producing the final product. There is no right or wrong approach. However, the best thing that teachers can do is by letting the students experience as creators of language by doing the process of writing by putting their ideas and organize them.

Furthermore, there are some characteristics in process-oriented approach. Those characteristics are adapted from Shih (1986) in Brown (2000: 335) as follows:

- a) Focus on the process of writing that leads to the final written products,
- b) Help student writers to understand their own composing process,
- c) Help them to build repertoires of strategies for prewriting, drafting, and rewriting,
- d) Give students time to write and rewrite,
- e) Let students discover what they want to say as they write,
- f) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention,
- g) Include individual conferences between teacher and student during the process of composition.

In conclusion, both product-oriented approach and process-oriented approach are important. Teachers should put those approaches in a balance in the practice because students need to experience both of them in order to be able to produce a good writing.

b. Teaching Writing in Senior High School

English is taken as compulsory subject for students of Senior High School. Teaching English in Senior High School must cover the four language skills, one of them is writing. There are some writing competencies that the students must accomplish according to the regulation of ministry of national education. Those competencies are written in the standard of competence and basic competence. The content of the standard of competence and basic competence for senior high school students especially grade X semester 2 can be shown in the table below.

Table 1: Standard of Competence and Basic Competence of Writing Skill for Senior High School Students Grade X Semester 2

Standard of Competence	Basic Competence
12. Expressing meaning within short written functional texts and essays in the forms of narrative, descriptive and news item in the context of daily life and to access knowledge.	<p>12.1 Expressing meaning within short written functional texts (for example announcement, advertisement, invitation, etc) formally or informally using written language accurately, fluently, and appropriately in daily life contexts.</p> <p>12.2 Expressing meaning and rhetorical steps accurately, fluently, and appropriately using written language within the daily life context in the forms of: narrative, descriptive, and news item.</p>

From the table of standard competence and basic competence, it is seen that there are some texts that should be learned by the students. Those are announcement, advertisement, and invitation for the short functional text. In addition, texts which are categorized as essays such as narrative, descriptive and news item should also be learned. However, in this study, the researcher will only focus on narrative text.

c. Assessing Writing

Another important thing to be considerate in teaching writing in the classroom is how to assess students' writing. According to Brown (2004: 242), there are three scoring methods that can be used to assess writing. Those are holistic scoring, primary trait scoring, and analytic scoring. The first is holistic scoring. This scoring method is done by looking at some points on a holistic scale in which each point is given a systematic set of descriptors and

the reader-evaluator matches an overall impression with the descriptors to arrive at a score.

The second method is primary trait scoring. Weigle (2002:110) in Brown (2004:242) defines primary trait as a scoring method which focuses on how well students can write within a narrowly defined range of discourse. This scoring method emphasizes the effectiveness of the written text in achieving the goal of that writing. This method pays more attention to the function of the text and it just implicitly evaluates the aspects such as organization, fluency, and syntactic variety.

The last method is the most appropriate scoring method to apply in the classroom. This method is called as analytic scoring method or analytic assessment. Classroom evaluation of learning is best served through analytic scoring, in which as many as six major elements of writing are scored (Brown, 2004:243). In this scoring method, the learners will get advantages because they can see their weaknesses and their strengths. This will be the plus point of analytical scoring method.

In this research, the researcher will use analytical scoring method. In which, the researcher will assess students' writing based on five categories, namely content, organization, vocabulary, language use, and mechanics.

d. The Role of the Teacher

Brown (2001: 334) illustrates that writing is like swimming. It is because swimming and writing are skills that should be learned. Writing ability does not occur naturally as it needs some factors such as the availability of the

teacher and the involvement in a literate society. In other words, during the process of teaching and learning writing, teacher plays the important roles. However, the roles of the teacher can be different according to some situations and circumstances. According to Harmer (2007), there are three roles of the teacher. Those are:

1) Motivator

In writing task, teacher plays role as a motivator. It means that teachers' job is to motivate the students to do the writing task. To motivate the students, teachers can create the right conditions for generating the ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

2) Resource

When the students do the writing task, teachers should be ready to supply and to give advice or suggestion. This kind of role can help the students to feel that they are always monitored by their teacher as they have progress in doing the task.

3) Feedback provider

Teachers should respond positively and encouragingly to the content of what the students have written. Teachers also should know how to give correction and feedback to their students in order to give the appropriate correction that will make them better and will not discouraging them.

To sum up, teachers play important role in teaching writing. They can play roles as a motivator, a resource, and a feedback provider. These roles should be done by the teachers in order to facilitate and help the students learn better.

3. The Role of Media

Every classroom all over the world is equipped with some learning resources to support the teaching and learning in the class. Teachers need some media to help them to teach the students effectively. Meanwhile, the students need the media to understand the concept that they learn easily. Those various media can be classified into some kinds. Some of those are classified as sophisticated media which involve the use of sophisticated technology. Some of them are classified into more classic or old-fashioned media.

There are some benefits that teachers and students get in using media in teaching and learning process. This idea is supported by Smaldino et al. (2005:12, 13) who states that media can be used for supplemental support of the instructor given by the teachers. Moreover, they can also be used in formal education situations where a teacher is not available or is working with other students. In conclusion, media plays the important role of teaching and learning since they bring many benefits to the class.

a. Kinds of Media

There are various media that the teachers use in order to teach more effectively. According to Smaldino et al. (2005:9) there are six media that can be used in teaching and learning activity. Those are explained as follows:

- 1) Media is alphanumeric characters that are displayed in various types of formats. It can be in the form of book, poster, chalk board, and computer screen.
- 2) Audio: refers to the learning media that cover everything that we can hear. It can be in the form of a person's voice, music, mechanical sounds, and noises.
- 3) Visual media: visuals media are highly used to promote learning. They will include diagrams on a poster, drawing on chalkboard, photographs or pictures, graphics in book, cartoons, and so on.
- 4) Motion media: they are media that show motion including video-tape, animations, and so on.
- 5) Manipulative: three dimensional media which can be touched and handled by the students.
- 6) People: this includes teachers, students, or subject-matter experts.

This is in line with Harmer (2007:177) who suggests four media which can be used in the classroom. Those are realia, pictures, cards, and Cuisenaire rods. Realia is the real objects or the replica of them. The benefit of using realia is it is quite useful and intrinsically interesting. Moreover, realia also provides a good starting point for a variety of language work and communication activities. The second is picture. Teachers have always used pictures or graphics whether they are drawn, taken from books, newspapers and magazines, or photographed to facilitate learning. The third is card. Cards as a media can be used for various activities such as matching and ordering, selecting, and card games. The last is Cuisenaire rods which are actually a set of small blocks of wood or plastics of different length. They can also be used for many activities such as to show stresses, preposition, and so on.

b. Picture Series as Media in Teaching Writing

Picture series is a kind of media which belongs to picture category. Yunus (1981:49-53) classifies pictures into three types they are composite picture, picture series and individual picture. These pictures can represent the image of people, animals, things, or events. Picture series consist of a number of pictures which relate each other and they place in sequence. Picture series is usually used to tell a series of events or to tell a story (Yunus, 1981: 49).

Pictures are media which can be easily modified to adjust the teaching and learning condition. Wright (1989:1) mentions that pictures are suitable for teachers who have:

1. any kind of students from beginners to advanced, from children to adults;
2. little time for preparation;
3. little money or sophisticated media;
4. little time and examination syllabus to follow.

Picture series can be used to create many interesting activities especially in teaching writing. There are various numbers of writing activities that students can do. One of the examples is by giving a series of pictures which tell story and ask the students to write story based on the pictures. The last by giving the students picture series as the writing task will stimulate them to be creative writers.

Based on Wright (1996), there are some ways in using pictures in writing. Those are:

1. To motivate the students to write.
2. To create a context within which his/her response will have meaning.
3. To provide the students with information to use in controlled practice work. Pictures showing objects, actions, events and relationships can cue answer to questions, substitutions and sentence completions.

4. To sponsor, stimulate and possibly to guide written description, narrations and journals.
5. To sponsor, stimulate and offer information free writing.

Moreover, Wright (1989:17) also suggests that there are some roles for pictures in writing. First, pictures can motivate the students and make them want to pay attention and want to take part. Second, pictures are useful since they contribute to the context in which the language is being used. Third, pictures can be described in an objective way, or interpreted, or responded to subjectively. Fourth, pictures can cue responses to questions or cue substitutions through controlled practices. The last, pictures can stimulate, and provide information to be referred to in discussion or storytelling.

Furthermore, picture series also gives many benefits in teaching writing. The first benefit is it can help the students to brainstorm and to gather the idea that they need for writing. Another benefit is it is simple, does not cost, and relatively easy to get. Those benefits are also supported by Smaldino et al. (2005:9) who suggests that the use of picture series will make the students interested in writing English. Furthermore, Wright (1989:2) also states that picture series contribute to interest and motivation, a sense of the context of the language, and a specific important point or stimulus.

4. Narrative Texts and How to Teach Them

Almost everyday people deal with text. It can be said that people live with text. According to Anderson and Anderson (1997), text is created when people communicate whether spoken or written. There are two main types of texts.

Those are literary and factual. Literary text includes narrative, poetic and dramatic.

A narrative text is a text which tells a story (Anderson and Anderson, 1997). The purpose of narrative texts is to entertain and to inform the reader or listener. According to Anderson and Anderson (1997), there are five steps for constructing a narrative text, like the following:

- 1) Orientation: in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
- 2) Complication: sets off a chain of events that influences what will happen in the story.
- 3) Sequence of events: where the characters react to the complication.
- 4) Resolution: in which the characters finally sort out the complication.
- 5) Coda: provides a comment or moral based on what has been learned from the story (optional).

Moreover, narrative text can be differed from another text by studying its language features. Anderson and Anderson (1997) also mention that the language features of narrative text include:

- 1) Specific character
- 2) Time words that connect events to tell when they occur
- 3) Verbs to show the actions that occur in the story
- 4) Descriptive words to portray the characters and settings.

In teaching writing on narrative texts, teachers can use the genre based approach. Genre based approach consists of four to five stages of teaching, namely building knowledge of field (BKOF), modeling of the text (MOT), joint construction of the text (JCOT), independence construction of the text (ICOT) , and linking related text (Feez, 1998).

According to Cornish in Feez (1998), there are some checklist activities in every stage of genre based approach. BKOF consists of four elements namely

purpose of text, register, establishing tenor, and establishing mode. In purpose of text, the activities reveal the social purpose of the text-type such as prediction activities. In register, the activities are set up to reveal; 1) what the text is about and what part of it will be explored, 2) what students already know about it, 3) what experiences will be part of the exploration. Furthermore, in establishing tenor and mode, the activities are mostly about representing graphically status relationship between reader/writer, listener/speaker in terms of contact, power, time and space.

In MOT, there are some aspects namely text structure, text presentation, and language features. In this stage, the activities reveal the stages and the function of the stages. They also draw attention to text presentation and to the language features and their function. Meanwhile, in JCOT, the activities focus on a particular strategy. The example of activity in this stage is doing group work to construct or complete a text. In ICOT, the activity mainly uses knowledge of purpose, text structure, language and text features and appropriate strategies. The learner engages with or creates a text in a specified context as authentic as possible. The last, in linking to related texts, the activity is such as comparing text with other texts which have similar purpose, looking at the structure, language and text features and appropriate strategies.

B. Relevant Studies

The first study is the research of SitiNurjanah (2012) which proved that the writing skill of the students can be improved by using picture series. The

ability of the students of SMA N 1 Prambanan in writing narrative text increased after the researcher applied picture series in the class. The improvements included four aspects. Those are in terms of content, vocabulary, language use, and organization. The study also showed that the use of picture series could improve the students' learning motivation and the effectiveness of the teaching and learning process.

Another study is conducted by LesnaHenny (2013) which stated that the use of picture series is effective to improve junior high school students' writing ability. By implementing picture series, the ability of the students in writing recount text is improved rapidly. The students also became more interested during the teaching and learning process.

An article written by Ayuningtyas and Wulyani (2012) also proved that picture series is effective to improve students' writing especially on narrative texts. The study showed that picture sequences was able to improve the students' narrative writing ability especially in mastering vocabulary, generating, expressing, and developing ideas into written works. Moreover, the use of picture sequences could improve the students' participation in terms of students' interest, concern, and attitude.

Based on those relevant studies, the researcher will conduct a research on improving the students' writing skills in writing narrative texts within the context of Senior High School students by using picture series.

C. Conceptual Framework

Based on those theoretical reviews, writing is a challenging skill to be learned by English language students. Although the demand of writing skills in the communication is very great, the implementation of teaching writing in the classroom still faces many obstacles. This condition also happened in SMA N 1 Srandakan. The students' ability in writing narrative texts was relatively low. As stated earlier, the students still had some difficulties in writing. Those difficulties were in terms of content, organization, vocabulary, grammar, and mechanic. Moreover, the English teacher did not provide a sufficient media and did not use interesting technique to make the students get interested in writing.

As writing is seen as a difficult skill to be mastered, there should be a way to improve the mastery of it. Media is one of the ways that can facilitate the students to be able to reach the goal of the teaching and learning. Furthermore, media also can improve the students' motivation in learning. Based on the theory, visual media is more preferable because it can stimulate the brain through the eyes so the students will be able to understand the concept more clearly rather than by understanding the concept abstractly.

In this case, picture series is one of the media that can be used to improve the students' writing skills. The researcher uses picture series to improve the students' writing skills on narrative texts because of some advantages of it. Firstly, picture series can stimulate the students to think about the ideas that they want to write. Secondly, picture series can help the students organize

their ideas chronologically. The last, picture series is an interesting media which can make the students interested in learning and also it will increase the students' motivation.

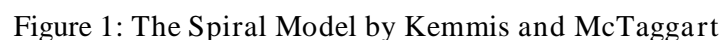
CHAPTER III RESEARCH METHOD

In this chapter, the researcher presents the methodology which is used in this study. Those methodologies are research type, research setting, subject of the research, instrument of the research, data and technique of data collection, validity and reliability of the research, and research steps. Each of the items above will be discussed below.

A. Research Type

This research has an aim to improve the students' writing skills on narrative text. So, this research can be categorized as action research study. According to Bassey (1998) in Koshy (2005:8), action research is a research in which the purpose is to evaluate and then to change something in order to improve the educational practice. Action research is also a form of inquiry undertaken by participants in social situations in order to improve both social and educational practice, as well as the understanding of these practices and the situations in which practice is carried out (Carr and Kemmis: 1986) in Burns (1999:30).

This research was conducted in a particular setting, that is, in the classroom situations. For that reason, the researcher collaborated with the English teacher to carry out the research. In order to be able to improve the writing skills in narrative text of tenth grade students, there were some steps to be followed. There are many different models of action research from many experts. The researcher used one from Kemmis and McTaggart's model. Those steps are



The setting of this research study was in SMA N 1 Srandakan which was located in Jl. Pandansimo Km 1. Trimurti, Srandakan, Bantul. This school had 12 class rooms, one teachers' office, one principal's office, one administration office, and two laboratories for biology and physics. This school also had many other supporting facilities, for example, library, mosque, counseling room, basketball court, canteens, toilets, and parking areas.

This school also provided various extracurricular activities such as Wrestling Club, Scout, Basketball club, Football club, Volley Ball club, Takrawclub, and so on. Therefore, those facilities could support and give a great contribution to the teaching and learning process.

Related to the English subject, the school also provided appropriate timing. This could be seen from the time allocation given that was 4x45 minutes per week. The English teacher taught the class twice a week with the timing of 2 x45 minutes for each meeting.

The research was done in the second semester of the academic year 2013/2014. The whole process of the research lasted for two months, starting at the end of January until the beginning of March 2014. The observation was done on Thursday, January 30th 2014. Then the action was conducted twice a week, starting from February-March 2014. It was conducted every Thursday at 07.00-08.30 a.m. and every Saturday at 07.00-08.30 a.m. based on the school schedule given to the researcher. Finally, the post test was done in March 1st 2014.

C. Subject of the Research

The subjects of this research were the students of X2 class of SMA N 1 Srandakan. They were the students of the second semester in the academic year of 2013/2014. This class consisted of 8 male students and 14 female students, totally 22 students. The researcher also collaborated with the English teacher and her classmate in English Education Department. The English teacher helped the

researcher in the observation, interview, and assessment process. Meanwhile, another collaborator also helped her take some photographs and additional information during the research.

D. Data Collection

This part consists of the types of data, techniques of data collection, research instruments, and data analysis used in the research.

a. Types of Data

This research had two types of data. The data of this research were categorized as qualitative data and they were also supported by quantitative data. The qualitative data were in the form of words or descriptions of the teaching and learning process. These data were gained through some means such as interviews, tests, and observations. The researcher used some instruments such as field notes, interview transcripts, observation checklist, camera, and recorder. Moreover, this research also used quantitative data. The quantitative data were in the form of students' score. These supporting data were gained through conducting some tests.

b. Techniques of Data Collection

To gain both of qualitative and quantitative data, the researcher used three techniques of collecting data. To collect qualitative data, interview and

observation were conducted. Meanwhile, to collect quantitative data testing technique was used. Furthermore, those techniques are explained as the following:

1) Interview

The researcher interviewed the English teacher about the process of the teaching and learning. This interview was also used to get the deeper information about the characteristics of the class in which the researcher carried out the research. In addition, some interviews with some of the students of X2 class was also conducted in order to get the information about their learning experience and their comments about the learning process. During the interview, the researcher recorded it by using a mobile phone and also by making some notes to highlight some important points. This kind of interview was conducted in every cycle in order to get the important information that the researcher needed to make a decision on her research.

2) Classroom observation

This observation was conducted in order to see the real situation of teaching and learning in the classroom. The points that were observed were the students and their behaviors during the process. The researcher also asked for help of the English teacher as her collaborator to observe the whole process.

3) Testing and evaluating students' writing

The last technique was by testing the students' ability in writing by conducting some tests called pretest and posttest. The results of the

students writing in those two tests then were assessed by the researcher and her collaborator. The results of those tests became one of the indicators to decide the next plan and to draw a conclusion of the research.

c. Research Instrument

To conduct the research, the researcher used some research instruments. Each research instrument supported each other. Those research instruments are explained as the following:

1) Observation checklist

To gain the real situation and the condition of teaching and learning, some observations were carried out. During the observation process, an observation checklist was needed to record the observation data. To use observation checklist was by giving a tick mark () on the aspects that are being observed.

2) Field note

Field note was a kind of note in which the researcher wrote some of the findings during the observation. This could be the students' behavior during the teaching and learning or the problems during the ongoing research. This instrument could be used to support the data of the research.

3) Interview guideline

To get the deeper information related to the research, interview method was used. The researcher interviewed some of the students and also the collaborator by using interview guideline. This interview

guideline was useful to guide her in asking important questions related to the information needed for the research.

4) Students' writing

By using the students' writing, writing ability of the students could be analyzed. This instrument was also the key point to see whether the effort to improve the students writing skills was successful or not.

5) Scoring Rubric

A scoring rubric was needed to assess the students' writings. This rubric consisted of the writing aspects or criteria, the scale of the score and also the descriptions of each criterion. By using the same scoring rubric, the researcher and the collaborator could assess the students' writing effectively. Since the focus of this research was on writing by looking at five criteria; content, organization, vocabulary, language use, and mechanic, in this research, the scoring rubric proposed by Jacobs et al. (1981) in Weigle (2002) was used. This scoring rubric belongs to analytic scoring. This rubric has detail descriptions so it is easier to determine the students' score. The description of each criterion also made the researcher knew the lack of the students in writing so she could decide the right action to deal with those students' lacks.

6) Photograph

To capture the situation of teaching and learning process in the classroom, some photographs were taken. These photographs were used as

supporting evidences which were useful for the research and analyzing data.

d. Data Analysis

After getting all of the data needed in the research, the researcher analyzed the data. There are five stages that were followed in data analysis. Those are elaborated as follow:

1) Assembling the Data

Firstly, all of the data gained through interview, observation, and students' writing were assembled. The purpose of this step was to see the patterns of the collected data.

2) Coding the Data

In this stage, the large amounts of the data were reduced into more manageable categories. The purpose of coding the data was to be able to identify the patterns more specifically.

3) Comparing the Data

Once the data have been categorized in some way, comparisons can be made to see whether themes or patterns are repeated or developed across different data gathering techniques (Burns: 1999). So, in this step, the researcher compared the data in order to identify the relationship and connection between different sources of data.

4) Building Interpretations

In this stage, the meaning of the data was interpreted by involving the creative thinking. The researcher also reflected to the data several

times to pose question, rethink the connections and develop explanation of the data.

5) Reporting the Outcomes

The last stage is to present the report of the research. The researcher made a report contained the major processes of the research and showed the findings with the supporting data.

E. Validity and Reliability of the Research

In order to get the validity of the data, the researcher used five validities suggested by Burns (1999:161). Those validities are explained as the following:

1) Democratic validity

Democratic validity means allowing the participants of the research to give their idea or comment about the research. To get democratic validity, an interview with the English teacher and the students was conducted to get their view, opinion, or comment about the ongoing research.

2) Outcome validity

Burns (1999), states that outcome validity refers to the action that leads to successful outcomes within the research context. It is because the most effective outcomes will help the resolution of the problem. Thus, the action of the research was improving the students' writing skill through picture series.

3) Process validity

Process validity relates to the dependability and competency of the research. To get the process validity, the researcher collected the data by doing observation, taking note during the observation, and recording the interview process. In this case, the actions were believable.

4) Dialogic validity

One of the values of the research is monitored by peer. In this case, the English teacher helped the researcher to be the researcher's collaborator in conducting the research. The collaborator always got involved in the process of the research.

5) Catalytic validity

Catalytic validity means that the research allows the participants to deepen their understanding the social realities of the context and how they can make change within it. This validity is accomplished by interviewing the teacher and the students to know their perceptions of the problem and the understanding of their roles in the research.

To enhance the trustworthiness of the research, the researcher also used triangulation. Additionally, Burns (1999:164) suggests four triangulation, namely time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. This research uses time triangulation, investigator triangulation, and theoretical triangulation. Those are explained as follows:

1) Time triangulation

It relates with the timing of the data collection. This research collected the data at one point of time. This research was done in two cycles consist of six meetings. During which, the process of data collection was done.

2) Investigator triangulation

There was more than one observer in this research. One observer was the researcher itself and the second one was the English teacher who was her collaborator. The aim of this was to avoid the subjectivity in the observation.

3) Theoretical triangulation

This research used more than one theoretical approach to interpret and support the data. The aim was to get a better understanding in making sense the data and the information during the research.

F. Steps of the Study

To conduct the research, some steps were followed. Those steps were namely; reconnaissance, planning, action, observation, and reflection. Furthermore, those are discussed as follows:

1) Reconnaissance

The first step was reconnaissance. In this stage, the researcher identified the problems which occurred in the classroom where the research was conducted. To identify the problem, an interview with the

English teacher about the obstacles which happened during the teaching and learning process was conducted. Some observations during the teaching and learning process were also carried out. After that, the researcher identified and made lists of problems which were feasible to be solved collaboratively with the English teacher.

2) Planning

In this stage, the results of the observation and interview were used as reference. Based on that data, the researcher started to prepare all of the actions and the materials for teaching writing on narrative text by using picture series. The preparation covered preparing the lesson plan, preparing the materials, preparing the media, and also preparing the scoring rubric and other instruments.

3) Action

After making some plans, picture series were implemented as the main media to teach writing for a certain period of time. The research was done in two cycles. Every cycle was done in 3 meetings. The researcher taught the class and the English teacher helped the researcher as her collaborator. Genre based approach was used to teach the students. Thus, she used Building Knowledge of Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text. In every meeting, the researcher implemented the use of picture series to guide the students to be able to write the text. Furthermore, different techniques and activities were also applied to teach the students in order to

make the teaching and learning interesting. Those activities were sequencing jumbled pictures, jumbled paragraphs, and filling in the blank.

4) Observation

During the action, the collaborator and the researcher observed the teaching and learning process including the students' writing. The things to be focused on this stage were observing the effectiveness of using picture series, the students' behavior in the class, and their writing products.

5) Reflection

The researcher and the collaborator made a reflection and evaluated the actions that were carried out. The focus was on the implementation of picture series in teaching writing whether it was successful or not. If it had not been successful yet, another cycle should be continued.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Chapter IV presents the process and the findings of the research. This part consists of five sub chapters namely reconnaissance, report of Cycle I, report of Cycle II, general findings, and discussion. Each of the items will be discussed below.

A. Reconnaissance

1. Identification of the Field Problems

Before starting the research, some observations in the classroom were conducted to experience the real situation of the teaching and learning process so that the researcher could find the problems. The first observation was conducted on July 20th 2013 until September 5th 2013 when she did her PPL program. Based on the informal observation, it was found that the students had some problems regarding these writing skills. Then, the second one was done on January 30th 2014. Based on those observations, it was indicated that there were some problems which happened during the teaching and learning process in X2 class especially which were related to the writing of the narrative texts. In addition, some interviews with the English teacher and the students were also done to gain more information. The vignette below is one of the results of the observation during the teaching and learning process.

Vignette

No : FN03
 Day/date : Thursday/30th January 2014
 Place : X2 class
 Activity : Observation
 R : Researcher
 ET : English Teacher
 Ss : Students

The English lesson was started at seven o'clock. When R and ET walked to the class, Ss were still busy sweeping the floor. Some of the Ss sat in front of the door and blocked the way. ET must wait for a while because the Ss were not ready for the lesson.

ET started the class by greeting the Ss and they responded to ET greeting. Then ET checked the attendance and informed the objective of the lesson. In the class, there were only conventional learning media such as a whiteboard, board markers, and eraser. It seemed that ET also did not provide media that could attract Ss' interest. The Ss already learned narrative text in the last meeting and that day ET continued to teach narrative text. ET reviewed the generic structure of narrative text. Some of male Ss who sat at the back looked so sleepy and some female Ss did not listen to the ET's explanation and talked to their friends. The teacher kept asking them to keep silent.

ET gave some worksheets consisted of three tasks. ET directed the Ss to see the worksheet and ET explained the instruction of task 1. Then, ET asked the Ss to do task 1. They should read the text entitled "The Naughty Goat" and changed the verbs in the text into past tense. The activities seemed monotonous and the tasks were not challenging. Moreover, many Ss got confused and did not know what to do. ET explained what they should do again. The Ss felt difficult to do the task because they did not bring dictionary with them. The result was there were so many Ss who walked around the class to borrow the dictionary and this made the class became chaos. However, few Ss still found difficulty although they used the dictionary. Sometimes ET walked around the class to check the Ss' progress. There were two male Ss who sat at the back seemed so lazy to do the task from ET. After that, ET asked the Ss to write down the answers in the whiteboard. Few of the Ss came forward voluntarily, but some of them were pointed by the ET. Then ET discussed the answers. ET also discussed the difficult words found in the text. Unfortunately, there were only few Ss who paid attention to the ET's explanation.

(continued)

Next, ET asked the Ss to answer some comprehension questions. The questions were answered and discussed together with the whole class. The Ss made some noises again. Some of the Ss who did not pay attention were asked by the teacher to answer the questions.

ET allowed the Ss to ask question, but there was no question so ET continued the lesson. ET asked the Ss to rewrite the story of “The Naughty Goat” based on different point of view of the characters. The Ss must do this in groups.

The Ss got confused what they should write and sometimes they asked R and ET about the translation of some Indonesian words into English. It meant that the students were not confident with their ability in writing.

The Ss could not finish the task by the given time so ET asked them to continue it in the next meeting.

Appendix A/Field Note 3/January 30, 2014

The vignette indicates that the process of the teaching and learning of writing was not quite successful. There were some problems which occurred during the process of the teaching and learning of writing. The conditions of the teaching and learning process which are showed in the vignette above are also supported by the result of interview with the English teacher and the students. The following excerpts of interview transcripts gives further information about the overview of writing ability of X2 class in English.

-
- R :Writing susahsekaliya Pak buatanaksini?
(Is writing so that difficult Sir for the students here?)
- ET : Yasoalnyaanak-anakmasih minimum requirement, kesalahan minimum requirement itumasihbanyak, harus S, harus V, verb keduadsb. Ituketoke yang masihsulit.Kalo reading, speaking ketokelumayanwalaupuntidaksemuanyayahanyatertentu yang bisa.Kalodarikeempat skill yaitu.
(Yes, because the students here still have minimum requirement. I mean they still have many minimum requirement mistakes, such as the use of S, V, past verb, and so on. I think they still feel hard on that. So they are if we see it from the four language skills.)

Appendix B/Interview Transcripts 1/January 30, 2014

- R : Oke, jadi menurut kalian writing itu susah gak? Dan kalau itu susah kira-kira hal apa yang membuatnya susah?
(Okay, then what do you think, is writing difficult for you? And if writing is difficult what makes it difficult?)
- S4 : Yalumahan Miss, paling susah apa ya, kata-kata yang gitu, nginggris innya susah.
(It was so so Miss, I think the difficult thing is the words, it is difficult to translate them.)
- S13 : Susah e kalo gak tau mau nulis apa Miss hahaha.
(The difficult thing is when I don't know what to write.)

Appendix B/Interview Transcripts 2/January 30, 2014

Based on the vignette and the interview transcripts of the teacher and the students, some problems could be sorted out. The first one was related to the students. It was indicated by the students' behaviors and attitudes toward the teaching and learning process. Most of the students did not pay attention to their teacher and talked to their friends while their teacher gave explanation. Some of them played their mobile phones and even slept in the class. Their motivation to do the activities was also low. Moreover, most of the students were passive during the lesson.

The second problem was related to the activity and the technique that the teacher applied. The teacher did not use interesting activity to make the students encouraged and interested to do it. The teaching and learning activity applied seemed so monotonous for the students. The teacher did not provide various activities that gave more opportunities for the students to explore their writing skill and to produce something in the target language. The writing activity was the students only wrote some words and sentences to answer the questions.

The third one was the media. In fact, there was no sufficient media which could attract the students' interest and encourage them to learn. There was no

LCD in the class so the teacher only could rely on printing media to teach writing. The teacher only used a very simple worksheet consisted a text and some questions to teach writing and sometimes he used the white board to write something.

To gather further data about writing ability of the students, a pre test needed to be conducted. The students were asked to write a narrative text by the given time. Inter rater reliability was obtained because the students' writings were assessed by the researcher and the English teacher as her collaborator. They assessed by using scoring rubric adapted from Jacob et al. The result of the pre test can be seen in the table below.

Table 2: Pre test Scores Distribution of X2 Class on Writing Narrative Text

Score	Categorization	Frequency	Interpretation	Total	Percentage
87.5–100	Excellent	-	Good	4	18.18 %
75–87.4	Very good	1			
62.5–74.9	Good	3			
50–62.4	Fair	7	Poor	18	81.82 %
37.5–49.9	Poor	11			
25–37.4	Very poor	-			

The table indicates that the writing ability of the students were still low. The scoring was based on five aspects of writing. Those were content, language use, vocabulary, organization, and mechanics. The result is there were only 18.18 % of the students who got good score. The rest of the class or about 81.82 % still belongs to poor category. It could be concluded that the students of X2 class had difficulties toward writing skills especially in terms of content, language use, vocabulary, organization, and mechanics.

From the identification above, there were many problems which occurred during the teaching and learning process which were obtained from the observation and interview. By doing observation and interviewing the teacher and the students, this research had fulfilled process validity, democratic validity, and dialogic validity. Furthermore, those problems are summarized in the following table.

Table 3: The Field Problems in X2 Class SMA N 1 Srandakan

No	Problems	Codes	Sources
1	The students were not ready to study when the teacher came to the class in the first period.	S	Observation
2	There were only conventional media such as a white board, board marker, and eraser.	M	Observation
3	The students were sleepy during the teaching and learning process.	S	Observation
4	The students did not pay attention to the teacher's explanation.	S	Observation
5	The students talked to their friends about something which was not related to the teaching and learning process.	S	Observation
6	The students were so noisy in the class and played handphone during the teaching and learning process.	S	Observation
7	The activities were monotonous.	A	Observation
8	The tasks were not challenging.	A	Observation
9	Many students got confused and did not know how to do what the teacher instructed them.	S	Observation
10	The students felt difficult to do the task because they did not bring dictionary with them.	S	Observation
11	Some students were unwilling to do the tasks.	S	Observation
12	The students considered English as a difficult subject.	S	Interview
13	The students considered writing as a difficult skill to learn.	S	Interview
14	Most of the students were confused with what they should write.	S	Interview Observation
15	Most of the students did not have sufficient vocabulary mastery.	S	Interview Observation
16	Most of the students were not confident in	S	Observation

	writing.		
17	The students could not finish the task by the given time.	S	Observation
18	The students still had difficulties in terms of grammar, tenses, word order, spelling, and the use of the article.	S	Interview Observation
19	Most of the students had difficulties in generating the ideas.	S	Interview Observation
20	The students had low ability in writing.	S	Observation
21	The students were confused with the teacher's instruction.	Tec	Observation
22	Some students were still confused with the text organization.	S	Interview
23	The students had low motivation in writing class.	S	Observation
24	The students were lack of language practices in writing.	Tec	Observation
25	The teacher had difficulty to increase the students' motivation in writing.	T	Interview

S: student T: teacher Tec: technique M: media A: activity

2. Selecting the Problems

From the table above, obviously the problems of grade X students of SMA N 1 Srandakan dealt with the teaching and learning process of writing. Those problems came from the students, teacher, media, activities and technique that the teacher applied. Because of the limitations of time, funds, and resources, the researcher decided not to take action to overcome all of those problems. The researcher would select some feasible and urgent problems to be solved.

The focus of the research is on improving the students' writing ability so the researcher and the English teacher as her collaborator decided to solve the problems which were related to the teaching and learning process of writing. The democratic validity was fulfilled because the researcher selected the problems

together with the English teacher. Those problems could be classified as in the following table.

Table 4: Feasible Writing Problems of X2 Class SMA N 1 Srandakan to be Solved

No.	Categorizations	Problems	Indicators
1	Students' interest toward writing	Most of the students had low motivation in writing.	<ul style="list-style-type: none"> • The students did not pay attention to their teacher explanation during the teaching and learning process. • The students were not eager to do the writing task given by their teacher.
2	Students' writing ability	Most of the students had difficulties in generating the idea.	<ul style="list-style-type: none"> • The students said that they were confused about what they should write.
		Most of the students were confused how to organize the sentences into a good text and how to differ the generic structure of the text.	<ul style="list-style-type: none"> • The students said that they had difficulty to arrange the sentences and sometimes forgot with the generic structure of the text.
		The students lack of vocabulary mastery.	<ul style="list-style-type: none"> • The students often asked their teacher in translating some words. • The students often used inappropriate word choices.
		The students often made grammatical errors especially the use of verb II.	<ul style="list-style-type: none"> • There were many grammatical errors found in the students writing.
		Most of the students ignored the mechanics in writing.	<ul style="list-style-type: none"> • The students made many errors in spelling and capitalization.
3	Media	The media was insufficiently used	<ul style="list-style-type: none"> • The teacher did not provide interesting

		during the teaching and learning of writing.	media to teach writing.
4	Learning activity and teaching technique	The activities did not provide enough opportunities for the students to practice using the target language.	<ul style="list-style-type: none"> • The teacher gave monotonous activities. • The students rarely produce long writing. They just filled in the blank or arranged words.

3. Determining the Action to Overcome the Selected Problems

After selecting the feasible problems to be solved, the researcher and the collaborator discussed some actions to solve those problems. To improve the students' writing ability, the main action which was proposed was implementing picture series as media for writing. One of the aims of using picture series was visual media in the form of pictures could help the students to get the idea about what they should write, the organization of the ideas, and the vocabularies that they needed to use.

Briefly, those proposed actions could be summarized as in the following table.

Table 5: The Actions to Overcome Selected Problems

No.	Selected Problems	Solutions	Expected Results
1	The students had low motivation in writing.	<ul style="list-style-type: none"> • Giving praise and encouragement. • Giving feedback. 	<ul style="list-style-type: none"> • The students' motivation in writing will increase.
2	The students' writing ability was low in the aspects of content, organization,	<ul style="list-style-type: none"> • Using picture series • Giving worksheet to the students • Encouraging the students to use the dictionary 	<ul style="list-style-type: none"> • The students can generate the ideas easily. • The students can sequence the ideas chronologically. • The students' mastery of

	language use, vocabulary, and mechanics.		grammar will increase. <ul style="list-style-type: none"> • The students can use the words appropriately. • The students' awareness of spelling and punctuation will increase.
3	The teacher rarely used sufficient media to teach writing.	<ul style="list-style-type: none"> • Using picture series 	<ul style="list-style-type: none"> • The process of teaching and learning of writing will be more interesting.
4	The activities were monotonous and did not provide many opportunities to practice in the target language.	<ul style="list-style-type: none"> • Using picture series • Giving worksheet with various activities to the students 	<ul style="list-style-type: none"> • The activities will be more varied and there are a lot of opportunities for the students to practice writing.

There were some actions which were planned to overcome the problems. The main action was providing picture series in every meeting. Besides, there were other actions to support the main action. Those supporting actions were giving encouragement and praise, giving feedback, and also providing worksheets.

B. Report of Cycle I and II

1. Report of Cycle I

a. Planning

To overcome the problems, some plans needed to be made. One of them was the researcher taught writing in X2 class and the collaborator observed her during the teaching and learning process. In this case, she implemented the actions to improve the students' writing ability. There were two collaborators. The main collaborator was the English teacher who had responsibilities to

observe the teaching and learning process and to assess the students' writings as rater 2. The second collaborator was her classmate who had responsibilities to take some photographs and additional information that would be useful during the research.

The cycle was conducted in three meetings. Cycle I was started on February 6th until February 13th 2014. During the teaching, text based approach consisted four teaching techniques namely Building Knowledge of Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT) would be used. The researcher also prepared some teaching and learning instruments before the actions such as the course grid and lesson plans. The components in the course grid were the standard competence, basic competence, learning material, learning activity, indicator, assessment, time allocation, and learning resource. Then, some lesson plans were also developed based on the course grid.

In the first meeting, the plan was focused on building the students' knowledge about the narrative texts. The actions included re-explaining the generic structure of the text and its language features. An input text entitled *Malin Kundang* was also given to the students. Some picture series were provided in the stage of Building Knowledge of Field (BKOF) and Modeling of Text (MOT) in order to help the students understood the story. The next

action was providing worksheets containing some tasks namely matching vocabulary task, changing verb form task, and rewriting task.

In the second meeting, the researcher planned on reviewing the previous material by doing question and answer activity. The next plan was checking the students' homework and giving feedback. The focus of the second meeting plan was in the aspect of organization of the text. Two set of picture series were provided. The first was used in the stage of Modeling of the Text and the second one was used in the stage of Independent Construction of the Text. Some picture based activities were also provided such as sequencing the pictures, and sequencing jumbled story based on the pictures. The next action was encouraging the students to open the dictionary to improve their vocabulary mastery. Some tasks related to the use of the past form verb were also provided.

The third meeting focus was on helping the students compose a story. Thus, a set of picture series entitled The Monkeys and the Hat Seller was provided. Some tasks which related to the aspect of vocabulary and grammar were also provided. Another plan was encouraging the students to always consult the dictionary during writing to find the words. The next one was giving feedback and correction to the students' writing.

In addition, some instruments were also prepared for the action. One of them was providing an observation checklist for the collaborator to observe the condition of the teaching and learning process during the research. The

researcher also prepared interview guidelines to interview the teacher and the students after the actions.

b. Action and Observation

The first meeting was done on February 6th 2014. The meeting was started at 7 until 8.30 a.m. The researcher carried out the actions as the teacher. The English teacher who became the collaborator immediately sat at the back of the class and observed the teaching and learning process. The teacher started the class by greeting, praying, and checking the attendance. Then she told to the students that she would teach them for three weeks. She also told the learning objective that should be achieved. The teacher started to stimulate the students' background knowledge about the narrative texts. She asked some questions to make the students involved in the discussion. What do you know about narrative text? Can you mention the types of the narrative texts? Some of the students actively answered and participated during the discussion but some of them only stayed quiet and listened to their friends answered the questions. Some of the students even delivered some questions to the teacher as represents in the excerpt of field not below.

R also asked the students to mention the title of each type of narrative text, "Okay, now could you give the example of the title of these types of narrative text?" Some of the students looked so enthusiastic in answering the question, "Fairytale ki Cinderella Miss." (Cinderella is a fairytale) However there were some others who kept silent and only paid attention to their friends. There was a student who asked, "Miss nekcerita kayak Tom and Jerry sama Upin Ipin masuk narrative nggak?" (What about cartoons like Tom and Jerry and Upin & Ipin, are they narrative?)

Appendix A/Field Note 3/January 30, 2014

The students got more involved during the discussion when the teacher elicited some information from them. After that, she gave a worksheet to each of the students which consisted of a set of picture series, input text, and some tasks. Two sets of picture series were applied in the stage of Building Knowledge of Field (BKOF) and Modeling of the Text (MOT) stage.

The students were asked to look at the pictures then predict the story and mention what was the title. Most of the students could predict the title correctly and could explain the story shortly based on the pictures but still used Indonesian like in the excerpt below.

R also asked the students to guess the main story based on the pictures, “What happened in picture number 1? Bisa kalian ceritakan yang ada di gambar-gambar ini?” (Could you tell the main story by looking at the pictures?) Some students answered, “Malin Kundang pamitan, terus ibunya ditinggal, terus pas balik lagi gak ngakui ibunya terus dia dikutuk ibunya.” (Malin Kundang said goodbye to his mother, his mother was left alone, when he was back, he did not realize her then he was cursed.)

Appendix A/Field Note 3/January 30 2014

After that, the teacher asked them to open the next page and asked the students to read the text of Malin Kundang. The students read the text silently. Some of them often asked the meaning of difficult words to their friends and to the researcher. However, some of male students at the back were so reluctant to read the text because it was very long. After they finished reading the text, she asked whether their prediction about the story was correct or not. They answered it was correct.

Then the teacher re-explained about the generic structure of narrative text. By referring to the input text, she explained and gave example which part was

the orientation, complication, and resolution. Sometimes, she invited the students to ask question but there was no question. Next, she explained about the use of verb past in the narrative texts. She taught them about regular and irregular verbs. She also reminded the students that they had to open the dictionary when they did not remember the form. Later on, the students were asked to underline the past verb in the second text. The teacher often walked around the class and helped the students who had difficulty to do the task. She also handled the students who seemed unwilling to do the task by guiding them. After doing the tasks, the teacher asked them to write their answer on the white board. The students were so enthusiastic and voluntarily wrote down their answers. It seemed the students already understood about how to identify the generic structure of the text and the past verbs since they could do the task easily with only slight corrections.

The teacher also intended to increase the students' mastery of vocabulary by providing a vocabulary task. However, so many students did not bring their dictionaries so they found difficulty in doing the task.

-
- R : Yang susah yang bagianmana Yu?
(Which part that you think it is still difficult?)
- S4 : Yang nyariarti kata tadi Miss yangmenjodohkan. Soalenggabawa kamus.
(The one that is difficult is finding the meaning Miss, in matching activity. It is difficult because I don't bring the dictionary)
- Appendix B/Interview transcript 4/February 6th 2014

For the last activity in the first meeting, the teacher provided sequencing and rewriting task. The purpose of this task was to make the students aware of the mechanics such as spelling and punctuation. At first, she explained that

paying attention to the spelling, punctuation, and capitalization in writing was very important. She reminded the students to be careful on that because she found so many students made error in spelling and capitalization during the pre test. However, the time was almost up so she asked the students to continue their works at home. Then, she closed the lesson and said good bye.

The researcher interviewed the collaborator after the action and found that the students had problem in reading a long text. The collaborator suggested that she had to provide a shorter input text which looked easier for them. He also suggested that fable might be more interesting and easier for the students to learn.

-
- GBI : Yatadikalaupenggunaan media gambarnya sudah bagus. Bisa membuat anak itu paham cerita. Tapiginimbak, taditeksnya menurut saya itu terlalu panjang. Untuk ukuran anak ini itu terlalu sulit walaupun teksnya itu sebenarnya mereka pernah dengar (continued) ceritanya sebelumnya, tentang legenda Danau Toba dan tentang Malin Kundang. Tapi kalau dalam bahasa Inggris mereka masih susah. (Yes, I think the use of media is good. It can make the students understand the story. But I think the text was too long. For the students here that text was too difficult for them although they ever heard the story before, about the Legend of Toba Lake and another one was Malin Kundang. But in English, I think they still had difficulty.)
- R : Jadi teks inputnya terlalu susah Pak? (So, the input text is too difficult Sir?)
- GBI : Iya mbak, kalau bisanya itu teksnya yang pendek pendek saja. Seperti fable itu cukup pendek-pendek. Soalnya anak-anak ini itu udah males duluan trus merasa sulit kalau udah lihat teks yang panjang. (continued) (Yes, if I may suggest I think you must make the shorter one, for example fable, that is usually short. It is because the students here usually feel lazy and then they feel difficult if they see a long text.)

The second meeting was done on Saturday, February 8th 2014. The teacher came to the class bringing some pictures of animals and her collaborator immediately sat at the back of the class observing the teaching and learning. She started by greeting, praying and calling the roll. Her objective was to teach the students about the organization of the text. Firstly, she reviewed the materials on the previous meeting and also checked the students' homework. The teacher reminded them again that mechanic is very important in writing to make our writing became well written and well read by the readers. She continued the lesson by reinforcing the students' background knowledge about fable by showing some pictures of animals. She also could use the pictures to improve the students' vocabulary mastery and encourage them to use the dictionary. The students looked very enthusiastic paying attention to her explanation. Their enthusiasm could be seen from the excerpt of field note below.

When R showed those pictures, one of the students shouted "Lucu, macanebobok"(It's funny, the tiger is sleeping). The students looked very interested with the pictures showed by R. then, the students were asked to guess the title of the story of fable based on the pictures of the animals. The students were excited guessing the title. "Monkey and the crocodile Miss yangitu yang kura-kura kayak yang UpinIpinitukan?"(Monkey and the crocodile Miss, that one is Kura-kura like in UpinIpin isn't it?) "Yes, hayobahasaInggrisnyakura-kuraapa?"(Yes, what is the English of kura-kura?) "Turtle Miss." The researcher gave praise and also feedback, "Iyaataukitajugabisapakai kata Tortoise, jadiinijudulnyaapa? What is the title?"(Yes right or we can also use tortoise, so what is the title?) "The tortoise and the rabbit Miss."

(continued)

Another student asked a question, “Sikkuipo Miss, the walang, inggrisewalangopoyo.” (What about that one Miss, what is the English of walang?) “What about walang? Inggrisnyaapa? No one knows? Check your dictionary. One of the students answered, “walangitubahasainggrisnya grasshopper.” “ApabahasaInggrisnyacobadiulangi?” (What is the English of walang can you repeat it?) All of the students repeated together “Grashopper!!” From 5 pictures, the students successfully guessed the titles. However, most of them did not know the story yet.

Appendix A/Field Note 6/February 8th, 2014

The teacher also provided an input text entitled “The Lion and the Mouse”. She asked the students to read the story. As an ice breaking activity, she provided some jumbled pictures and after the students finished reading the text she asked some volunteers to sequence the pictures based on the story and stick them on the white board. They voluntarily came forward and chose the pictures. After choosing the pictures and talking each other to discuss the order of the pictures, those students stuck them on the white board. Two students wrongly placed the pictures and the teacher asked the whole class whether they were correct or not. They said two pictures were placed in reverse. Then, other students were asked to correct them. She told them the aim of sequencing the pictures was to show that they had to write their story in a logical order.



Picture 1: The students voluntarily sequence the pictures on the white board

During the lesson, the classroom management ran well. However, there were some boys who did not pay attention to her explanation. The teacher handled this problem by asking them some questions so they could be focused. They could not answer the teacher's questions. She firmly said to them that they had to listen and pay attention. To make the learning situation not monotonous, the teacher arranged a group work activity. She divided the class into five groups by asking them to count. There were female and male students in each group. The students made some noises during grouping, so the teacher had to settle them down in order to explain what they had to do. The students had to sequence the jumbled paragraphs based on the pictures by cutting and sticking them next to a series of pictures. They had to discuss with their group which paragraph was suitable with the picture. In the end, they had to write the ending of the story. The researcher always walked around the

class and watched them doing the discussion and sometimes she gave guidance.



Picture 2: The teacher gives guidance during group discussion

The group activity ran well. The students loved the pictures and also working in groups. However, some students did not participate in the discussion. They chit-chatted with their friends but it was not related to the task. The teacher warned them and asked them to participate.

The students mostly had difficulty in sequencing the paragraphs because they did not know the meaning of some vocabularies. Unfortunately, most of them did not bring the dictionaries. Only two groups who had dictionaries with them. As the result, they often asked the teacher the meaning of the words such as 'promise', 'upset', and 'scared', and so on. The students' statements in the interview below support the condition.

- R : Susah ya, padahal sudah di kerjakan secara berkelompok jugakan?
Susah di bagian mananya?
(Is it difficult? You already had done that in a group, so I think it would be easier. Which one that you think it is difficult?)
- S12 : Kata-katanya banyak yang gak tau artinya.
(The vocabularies. I don't know the meanings a lot.)
- R : Oiyatadi kata scared gak tau artinya. Okemakasihya.
(Oh, you did not know the meaning of 'scared' back then. Ok, thank you.)
- S12 : Iya Miss.
(Yes, Miss)

Appendix B/Interview transcript 8/February 8th, 2014

Meanwhile, some students said that the use of picture series could help them in sequencing the ideas and comprehending the story. By looking at each picture, they could sequence the jumbled story.

-
- R : Terustadibisa enggak ngerjain tugasnya? Dengang ambartad cukup membantugak?
(Then, can you do the task? Do the pictures help you?)
- S21 : Ya, bisa, tadi jadi lebih paham ceritanya.
(Yes, I can. I can understand the story better.)
(continued)
- R : Jadigambarnya bisa membuat lebih paham tentang urutan ceritanya.
Tadi sukagak mengerjakan dalam grup?
(So the pictures make you understand better about the sequencing right? Do you like doing that task in groups?)
- S21 : Yasukasalnya tadi dapat anggota yang mau diajak kerjasama.
(Yes, I like it because I got the members who wanted to participate.)

Appendix B/Interview transcript 7/February 8th, 2014

The teacher had to write down some difficult words and the meaning that the students asked on the white board. She reminded them to bring the dictionary for the next meeting. This meeting also had a problem related to time allocation. There were a lot of activities but it was lack of time to cover the entire activities. In the end, all of the groups had not finished doing the task. So, she asked them to continue it at home as homework and would be checked in the next meeting. In conclusion, in the second meeting picture

series could help the students understand the story and also the organization better.

The third meeting of Cycle I was done on February 13th, 2014. The teacher came to the class and started the lesson by greeting, praying, and checking the attendance. At first, she reviewed the previous materials. Then, she checked the students' homework. Some groups had not finished writing the ending of the story. She asked them to sit in their group and gave ten minutes to the groups to finish writing the ending of the story. After that, she asked one group to write down the ending of the story on the white board. She gave some corrections related to the grammar that the students used. Mostly the mistakes were on the verbs. They forgot to change the verbs from the present into the past form. She underlined the mistakes and discussed the correct form with the students. Then, the teacher asked the students to submit their works. Two groups who had not been finished could submit them in the break period.

After that, she continued the lesson by giving the students a set of picture series. The set consisted of six pictures. Before telling what they had to do, she checked whether they brought their dictionaries or not. Most of them still did not bring the dictionaries, so the English teacher asked two students to borrow some dictionaries from the library. Then, two students went to the library and borrowed them. So that, every table at least had one dictionary. After that, she asked the students to learn the pictures. Sometimes, she gave praise and encouragement when they could answer her questions. The learning process is portrayed in the excerpt of field note below.

Then, R reinforced the students' background knowledge by giving oral questions. "Are you familiar with a story about monkey? Can you mention the title of the story?" Next, R showed a set of picture series. She asked them to give the title by looking at the characters on the pictures. "Penjualtopibahasainggrisnyaapa Miss?" (What is the English of penjualtopi Miss?) "Topibahasainggrisnyaapahayo, kalaupenjualjugaapa, yang bawakamusdilihat." (What is the English of topi and also penjual? You could open your dictionary.) After a while, a female student named Putri answered, "Hat Miss." "Penjualki sell." (Penjual is sell) "Very good, topi is hat tapi penjual bukan sell tapi seller." (Very good Putri, topi is hat but penjual isn't sell but seller.) Then, they agreed that the title was The Naughty Monkeys and the Hat Seller.

R gave time for them to study the pictures. They looked so busy discussing the pictures with their desk mates. Then, R and the students discussed the plot of the story based on picture series. Almost all of them could explain the overall story clearly and in a sequence. R and the students also discussed the vocabulary which was used in the pictures. R asked them to translate the Indonesian words into English by using the dictionary. R also asked them to change the verb into past tense. Some students needed guidance in doing the task. After that, R also gave example making a simple past tense sentence based on the picture. She also gave example how to write the beginning of the story. All of the students paid attention to her explanation carefully. After explaining, R asked the students to write their story based on the picture series. She gave 30 minutes to write it.

Appendix A/Field Note 7/February 13th 2014

Instead of giving the vocabulary that the students asked, she encouraged them who were still reluctant to open their dictionary. However, the students were still very unwilling to open the dictionaries and they tended to only ask the words to the teacher. They said that opening the dictionaries took a lot of time. However, though they used the dictionaries, some of them still misused the words.

Moreover, she also paid attention to the process of writing. After 30 minutes, the teacher asked one of the students to write her writing on the white board. Then, she asked the others to give oral feedback and correction. Then, she told all of the students to revise their writings and then submit the final

products. After that she closed the lesson at 8.30 a.m. Therefore, the following excerpt of field note describes the process.

R gave feedback and asked all of the students to pay attention and also give correction. "Ok everyone look at the whiteboard and read your friend's work. Do you find any mistakes?" "Ada Miss, itunulistrewkurang h." (There it is Miss, there is a misspell in trew) "Yes very good, then what about this, there were monkey. Is it right or wrong?" "Oh iyalahya Miss, monkey banyak pake s." (Oh, it is wrong, the monkey is more than one so I need to add s) "Iya, cobanantikamubetulkandulusebelumdikumpul, yang lain jugayadilihatlagitulisandilakukanmasing-masing." (Yes, please revise it before you submit, for others please do the same.) It seemed that the mistakes mostly happened in the grammar. Then, R gave time to the students to revise their mistakes and it seemed that most of the students were eager to correct their writing and often asked the researcher to check, "Ikibenerora Miss, diteliti Miss." (Is it correct Miss, please check it.)

Appendix A/Field note 7/February 13th 2014

The extract of field note above indicates that the students could get a benefit from the class discussion by writing and giving correction on the white board. However, some of them still could not realize their mistakes in their writing.

c. Reflection

After implementing the actions on Cycle I, the researcher could make some reflections. In reflecting on the actions, a discussion with the collaborator was conducted. Besides, some interviews with some students were also carried out so they also could give their reflection and opinion about the actions on Cycle I. By doing the discussion with the English teacher and the students in making the reflection, this research had fulfilled democratic and dialogic validity because the English teacher and the students could give some suggestions, opinions, and express their feeling of the actions that had done.

Based on the interview and the discussion, it was found that there were some successful actions but some problems still occurring. So that, there were

also some actions that needed to be re-applied or modified in order to achieve the goal of the research. By observing the process of the teaching and learning, it was found that implementing picture series in writing the narrative texts during Cycle I could be considered successful because it brought some improvements. Those improvements were in the aspect of content and organization. The students could write longer paragraphs than that on pre test. The ideas that they wrote were also clearer. In addition, most of them could produce a full story in 30 minutes. This following extract of interview transcript also supports the statements.

R : Jadi action yang tadi bisadikatakan lumayan berhasil ya Pak?

(So my action could be considered successful, right?)

GBI : Iya Mbak, ada kemajuan yang cukup bagus tadi, walaupun sayabelum (continued)

meneliti hasil mereka secara detail.
Tapi anak sudah menghasilkan sebuah tulisan itu sudah bagus untuk anak ini.

(Yes, there is much improvement back then although I had not assessed their writing in details. But, the students already produced a full text. It was a good achievement for the students here.)

R : Iya Pak. Jika dibanding dengan pretest, sudah agak meningkat, karena waktu pretest mereka baru mampu menulis beberapa kalimat ada yang beberapa paragraf tapi tidak ada yang selesai.

(Yes Sir. If we compare it with that on the pre test the writing is improved, because on the pre test they could only produce some sentences and some incomplete paragraphs)

Appendix B/Interview transcript 10/February 13th 2014

The first improvement of the actions was that picture series could help them develop a good text organization. Moreover, they also had clearer ideas about what they should write. These students' statements below also support the condition.

R : Gimana pelajaran writing sama Miss? Merasa kesulitan?

- (How was the writing lesson? Do you have difficulty?)
- S15 : Lumayanmenyenangkanhehehe.
(It was quite fun.)
- R : Terusgambarnyamembantumenulisgak?
(Do the pictures help you?)
- S15 : Membantu, jadi tau ceritanyaugimana.
(They help. I can understand how the story is.)
- Appendix B/Interview transcript 11/February 13th 2014
-

- R : Teruskalau yang ngebedainstrukturorganisasinya kayak
orientation, complication, resolution tadibisa?
(..... Then what about the generic structure of the text, such as
orientation, complication, resolution, could you differ them?)
- S15 : (Mengangguk) (Nodding)
- Appendix B/Interview transcript 11/February 13th 2014
-

- R : Kalaumemunculkanidenyabagaimana?
(What do you think about your brainstorming idea?)
- S23 : Enaksoalnyaadagambarnya.
(It is easy because there are pictures.)
- R : Berartigambaryabisamembantu.
(So the pictures help, aren't they?) (continued)
- S23 : Membantu, nulisnyabisapanjanggaklupa-lupasama yang mauditulis.
(They help. I can write longer and I do not forget about what I should
write.)
- Appendix B/Interview transcript 12/February 13th 2014

Referring to the excerpts of interview transcripts above, it could be concluded that the students' attitude toward writing was also changed. They were interested to the pictures used in writing and they also enjoyed the teaching and learning. They had a positive attitude towards the use of pictures as the media in their learning.

However, there were some problems which had not been solved yet after the implementation of Cycle I. Those were related to the language use and also vocabulary. Some students still had difficulty constructing the sentences. Sometimes they forgot to put the verb and the subject. Even though they used

the verbs, they also forgot to change them into the past form. The students made some long sentences but they were not easy to be understood. In addition, they also misused the pronouns. The students said those difficulties as in the following interview transcripts.

- R : Yang susah yang bagianmana?
 (..... In which part that you still have difficulty?)
 S15 : Yang ngubah kata kerjatadi Miss.
 (It is on changing the verbs Miss.)
 Appendix B/Interview transcript 11/February 13th 2014
-

- R : Kamususahnyadimana?
 (Which part that you find difficulty?)
 S23 : Cari kata-katanyaitususahsama verb keduasukalupa.
 (It is difficult to find the appropriate words and also I forget about verb II)
 Appendix B/Interview transcript 12/February 13th 2014

Based on those excerpts, another problem was on the vocabulary mastery. The students often got stuck in developing their story because they lacked the vocabulary. Most of them also did not bring the dictionary. Unfortunately, they who brought dictionary and used it also misused the words. As the result their writings were lack of supporting details. Moreover, they often misspelled the words because they were reluctant to check them in the dictionaries. Furthermore, the problems related to the content, grammar, vocabulary, and mechanics are supported by the following example of students' writing in Cycle I.

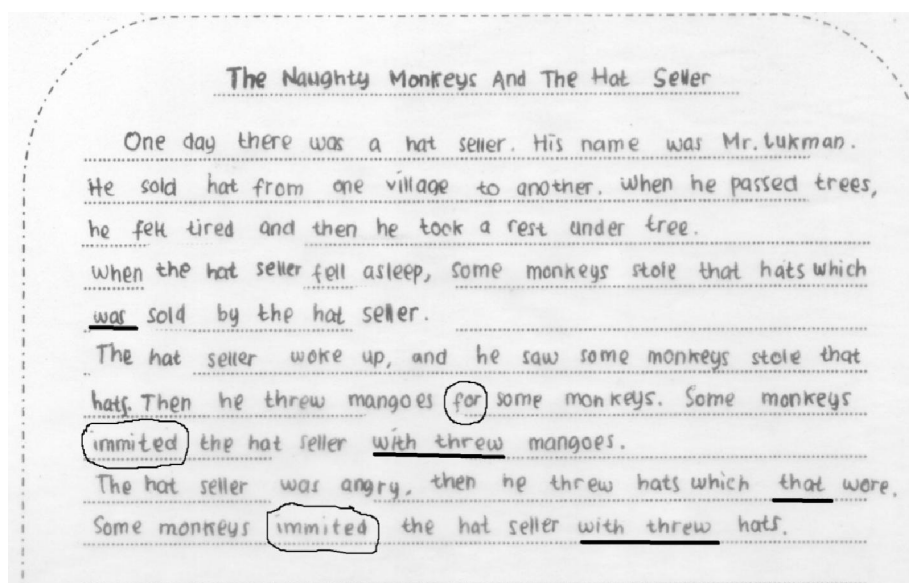


Figure 2: The Sample of Students' Writing on Cycle I

From the sample above, the student made a mistake in the use of agreement. The word 'was' had to be 'were' because the subject was plural. There were some misused words such as 'for' instead of 'to' and 'with threw' instead of 'by throwing'. The mistake was also in the aspect of spelling. There was a mistake in spelling the word 'immitted'. It had to be 'imitated'. This writing were scored 23 for content aspect, 16 for organization aspect, 17 for language use aspect, 15 for vocabulary aspect, and 4 for mechanics aspect. Totally, the score of this kind of writing was 75.

Overall, the progress of the actions during Cycle I could be summarized as follows.

Table 6: The Progress of the Students' Writing Ability from Pre Action to Cycle I

No	Aspect of Writing	Pre Action	Cycle I
1	Content	Most of the students had difficulties in generating the idea.	The students started to get the idea about what to write although their writings were still lack of details and supporting information.
2	Organization	Most of the students were confused how to organize the sentences into a good text and how to differ the generic structure of the text.	The students started to be able to organize the ideas based on the generic structure of the text although it was still in the simplest way.
3	Language use	The students often made grammatical errors especially in the use of verb II, agreement, pronoun, and article.	<ul style="list-style-type: none"> • The students were still lack of the concept of the simple past tense. • They often forgot to change the verb into the past form. • The students often forgot to put subject or verb in making the sentence. • They still misused the pronouns.
4	Vocabulary	The students lacked vocabulary mastery and often asked their teacher to translate the words.	<ul style="list-style-type: none"> • The students still forgot to bring the dictionaries. • They were still reluctant to open the dictionaries. • They often misused the words. • They often got stuck because they did not know the words.
5	Mechanics	Most of the students ignored the mechanics in writing such as spelling, punctuation, capitalization, and paragraphing.	<ul style="list-style-type: none"> • They began to pay attention to the punctuation such as putting full stop but sometimes wrongly used the capitalization. • Sometimes they still misspelled the words. • Some of them ignored the paragraphing.

Based on the result of the actions in Cycle I above, there were some successful improvements. The students could get the benefits of the implementation of picture series in writing the narrative texts especially in terms of content and organization. However, there were some unsolved problems during the Cycle I in terms of vocabulary and grammar. In addition, the results of the students' writings had not satisfying yet. Therefore, the action on Cycle I should be continued into Cycle II since the outcome validity of the research had not been achieved yet.

2. Report of Cycle II

a. Planning

Although there were some improvements as the result of implementing the actions in Cycle I, there were still many problems which had not been solved yet. The researcher worked collaboratively with the English teacher discussing the other plans to reach the goal of the research. Therefore, Cycle II needed to be done. It also covered planning, action and observation, and reflection. It was conducted in three meetings. However, because there was an ash rain the school had a week off, so the fourth meeting which was scheduled on February 15th 2014 had to be postponed for a week. Then, the meetings of Cycle II were conducted on February 20th, February 22nd, and February 27th, 2014.

There were some plans that had been made collaboratively with the English teacher. Those plans were prepared to solve some unsolved problems in Cycle I. The standard of competence, basic competence, and the

objectives were still the same but the researcher planned to introduce another type of narrative text that was fairy tale. The lesson plans were also made as the preparation. The prepared instrument was observation checklist.

In the fourth meeting of the research, the focused plan was making the students understand the concept of the simple past tense. It was planned to build the students' knowledge about another type of the narrative texts namely fairy tale. Some pictures of the characters in fairy tales were prepared. The aim was to enrich the students' vocabulary mastery. The next action plan was giving an input text entitled Rapunzel together with its picture series. The researcher and the collaborator planned on re-explaining the concept of the simple past tense and giving worksheets. Furthermore, they also planned on encouraging the students to use the dictionaries correctly.

The focus of the fifth meeting was in the developing ideas. The first plan was checking the students' homework and giving feedback. The next one was giving the students the opportunity to finish drafting, editing, and producing final product. It was also planned to encourage the students to use the dictionaries.

In the sixth meeting, the preparation included reviewing the previous material by doing question and answer. A set of picture series entitled The Elves and the Shoemaker was prepared. It would be used in the stage of Independent Construction of the Text to help them write a story. The next plan was giving worksheets related to grammar and vocabulary practice.

b. Action and Observation

The fourth meeting or the beginning of Cycle II was conducted on Thursday, February 20th 2014. The researcher met the English teacher to hand in the lesson plan and the observation checklist. He told the researcher that the time allocation for Thursday until Saturday became 1x35 minutes for each lesson because there was a tryout of National Examination for grade XII students.

Then, the teacher and the collaborator went to the class. She started the class at 7.05 a.m. and the collaborator immediately sat at the back of the class observing the process. She began by greeting, praying, and checking the attendance. She informed the students' result of the writing in the previous meeting. Then, she told the students the activities that they would do during the meeting. She checked whether the students brought the dictionary or not. There were only some who brought the dictionaries. She asked two students to borrow some dictionaries from the library.

In the stage of Building Knowledge of Field, the teacher reinforced the students' background knowledge by giving oral questions. "What do you know about fairy tale?" "Can you give some examples of the title of fairy tale?" The students answered the questions together. They could shortly explain what fairy tale was and mention the titles of fairy tale that they knew such as Cinderella, Pinocchio, Snow White, and so on. Then, she continued to the next activity.

Furthermore, the students and the teacher discussed the language features of the text. The teacher focused on the use of the simple past tense. The following excerpt of field notes describes the process.

R gave examples how to make some simple past sentences. R also retold that they had to bring and open the dictionary when they still could not memorize the verbs II. R then asked the students to look up the meanings of some words used in Rapunzel. They started to open the dictionary and discussed them with their desk mate. Some of the students seemed were not get used to use the dictionary, so R helped them in using the dictionary correctly. “Miss, kokbahasaInggrisemengembarakokgakada di kamusya?”(Miss, why can’t I find the English of mengembara in the dictionary?)“Nah kalaumencari di kamuskamucarinyapake kata yang belum diberi imbuhan atau kalaumengembaraitukamucari yang mirip dengan itu, bisapake kata berjalan, coba di caridulu.”(So, if you want to look up the word in the dictionary use the stem word without its affix or suffix, or you also can find the synonym of the word, for example we can look up berjalan instead of mengembara, please you try again.)

Appendix A/Field Note 8/ February 20th 2014

Based on the excerpt above, the students were eager to learn the vocabulary by practicing using the dictionary. After discussing the vocabulary with the whole class, the teacher asked the students to make a sentence for each picture. The aim of making a sentence for each picture was to make them get into the habit of using the simple past tense correctly in some simple sentences. Although some of them still made some mistakes in making the sentences, they had a better understanding about the concept of the simple past tense. It is supported by the extract of the interview transcript as follows.

- R : Kamusukagambarberartiya. Kalautadiakunjelasin yang bikinkalimat pakepast tenseitucukupjelasgak? Udahpaham?
(You like the pictures, do you? Was it clear when I explained about how to make simple past sentences? You got it?)
- S11 : Cukupjelas. Iyalumayanpaham.
(It was clear. I quite understood.)

Appendix B/Interview transcript 14/February 20th 2014

The teacher walked along the aisles to watch them making the sentences. Sometimes, she gave correction when she found mistakes in their writing. Because the time was over, the teacher asked the students to make the draft of Rapunzel story at home. Then, she closed the class and said good bye.

The researcher conducted the fifth meeting on Saturday, February 22nd 2014. The teacher and her collaborators came to the X2 class. The teacher started the class at 7.05 a.m. after the students finished cleaning the classroom. Her collaborators immediately sat at the back observing the process and taking some photographs. The teacher began by greeting them. They answered the greeting enthusiastically. Then, she asked one of the students to lead a prayer. After that she checked the attendance.

After a while, one of the students said that he had not finished making the draft. The teacher informed that they would continue writing the story of Rapunzel. She asked whether the students had difficulty in making their draft. The students were very enthusiastic to tell the progress of their writing. Even, two students asked for the permission to borrow the dictionary from the library. The teacher walked along the aisles and checked the students' writing. She gave feedback and some corrections. It seemed that some of them made error in the use of past tense, so the researcher re-explained it. She discussed the simple past tense with the whole class. She also encouraged the students to make the example of the sentences together. The teacher also explained about

possessive pronouns to the students. The excerpt of field note below portrays the process.

R was also involving the students in making the sentences. “Cobasekarangkitabikinkalimat, misalnyamaubilangapa?” (Well, now let’s make a sentence; could you give me the idea?) “Pangeranmemanjatrambut Rapunzel Miss.” (The Prince climbed Rapunzel’s hair, Miss.) “Okay, gimanainggrisnyacoba?” (Okay, then how is the English?) Some of the students gave their opinions and R wrote them on the white board. “So, bahasaInggrisnyapangeranapa? The prince, very good Utami, memanjat climb, ingatbentukduanyaapa?” (So, what is the English of pangeran? The prince, very good Utami, then memanjat is climb, remember what the second form of climb is?) “Climbed.” “Nah excellent Novi, sekarangtinggalkitarangkaiThe prince climbed Rapunzel’s hair. Perhatikanya, mengerti?” (Well, excellent Novi, now let’s arrange them ‘The prince climbed Rapunzel’s hair. Please look at it, you got it?) “Miss ituadaapostropartinyaapa?” (Miss, what is the function of apostrophe in that sentence?) “Inikegunaannyauntukmenunjukkankepunyaan, misalnyakalaumaubilangrambutnya Rapunzel yajadi Rapunzel’s hair kalautasnya Indah jadiapa?” (The function is to show possessiveness, for example if you want to say the hair of Rapunzel you can make it into Rapunzel’s hair, so how do we say the bag of Indah?) “Indah’s bag” They answered together. “Yes right.”

The students understood about the example given by the teacher. Then, she asked them to continue their writing. Although it was an individual writing, she allowed the students to do a discussion with their friends. By doing the discussion they could get benefit when they gave feedback to each other as presented in the excerpt below.

Sometimes, the students still asked the words to the researcher as “Miss, bahasainggrisnya air mataapa?” (Miss, what is the English of air mata?) Before R answered, his friend answered the question “Tear Gung.” (It is tear, Gung.) “Woiyanuwunya.” (Yes, thank you.)

Appendix A/Field Note 9/February 22nd 2014

They continued finishing the story. Ten minutes before the class was over, the teacher asked the students to write their works on the white board.

However, no one wanted to be the volunteer. Then, the teacher asked a student named Erni to write down her writing. She asked the others to read and give correction. Then, the teacher gave correction related to the grammar. Overall, the students could develop the story of Rapunzel. Because the time was over, the teacher asked the students to submit the works. She asked whether they had questions. Because there was no question then the teacher closed the class and said goodbye.

The sixth meeting was conducted on Thursday, February 27th 2014. The class started at 7.05 a.m. The teacher came to the class and led a prayer. Then, she greeted them and checked the attendance. All of the students were present. The teacher informed what their activity that they would do that day was. Before she continued, she returned the students' writing and gave them time to look at their feedback. After that, she continued the lesson with the new material. She conducted a discussion with the whole class by asking some questions. "Have you ever read a story about the elves?" The students did not have an idea about what elves were. Then, the teacher gave the students picture series entitled The Elves and the Shoemaker and told them what elves meant.

The teacher discussed the story by involving the whole class. She asked what the characters were done on each picture. Almost all of the students paid attention and got involved in the discussion except two boys named Anggit and Apriawan. They talked each other and did not pay attention to the

explanation. The teacher told them to pay attention like others. After that, she continued discussing the story and the vocabulary with the class. It seemed that the students got benefits from doing discussion with the whole class before doing individual writing. The first benefit was they could correct each other. Moreover, they could practice building the story together. The statement is supported by the excerpt of the field note below.

R also asked the students to change the verb I into verb II. “Sew, artinyaapa? Menjahit. Tapi inimasih bentuk pertama, bentuk keduanyaapa?” (Sew, what is the meaning of sew? But it is still in the present form, what is the second form?) There was a student who answered “Saw”. It was incorrect, then others gave correction automatically, “Weeeitumelihat, sewed.” (No, that’s for “see”, the correct one is “sewed”.) R gave her agreement, “Yes, it is correct, sewed.” All of the students paid attention to R and got involved during the discussion. They also opened the dictionary and did the task.

Appendix A/Field Note 10/February 27th 2014

The teacher asked whether they had a question or not. Because there was no question, she continued explained about how to make good sentences. After that, she asked the students to write the story based on the pictures. They started working and using the dictionary to write the story. The teacher walked on the aisles to check their progress and give guidance. She reminded them to pay attention to the spelling of the words. Some students who were corrected by the teacher then directly corrected their writing. Sometimes, the teacher helped them when they could not find the words in the dictionary. After they had finished, the teacher checked their writing one by one and gave feedback. They knew the mistakes and they could directly revise their writing. When the time was almost over, the teacher asked the students to submit their writing.

Then, the teacher and the students made a conclusion of the lesson. She closed the class and then said goodbye.

c. Reflection

After implementing the actions on Cycle II, the researcher and the collaborator reflected on the process of using picture series to improve students' writing. They made an evaluation of the process through some discussions and interviews.

The collaborator said that the students' aspect of content was improved after the implementation of picture series in writing narrative text. Based on his observation, picture series was quite effective especially for the aspect of content. It helped the students brainstorm and generate the ideas for their writing. However, the students sometimes got stuck in making the sentences as described in the following excerpt.

GBI : Overall, the aspect of content was increased. However, the most difficulty that the students had was making the sentences. Sometimes, they got stuck with the Indonesian sentence.....

Appendix B/Interview transcript 19/February 27th 2014

There were some achievements after the implementation of the actions. The teacher made a reflection and stated that he was quite pleased with the improvement in the aspect of the students' behaviours. They became more active during the discussion and showed a good attitude. The following excerpt supports the statement.

GBI : However, the students made a quite much improvement when I saw them became active and eager to do the task like today and the previous meetings. If we are too idealist seeing the writing result, maybe the results were still far from perfect. (continued)

On the other hand, if we saw them in terms of the process and development, they who hardly could write a whole story now they even could write four full good stories. It was a good achievement when they could be interested with the material, so for the next thing they only needed to get used to it....

Appendix B/Interview transcript 19/February 27th 2014

Another progress was related to the writing processes. The students went through some processes in producing narrative text. They did planning, drafting, revising, and editing. It was supported by the teacher's statement in the following excerpt.

-
- R :Kalau proses menulisnyamenurutBapakmerekagimana?
Seperti drafting revisingnyamerekasudahmaumelakukandenganbaik
kanya Pak?
(.....What about their writing process Sir? Like drafting, revising, did they do that very well?)
- GBI : IyaMbaksudahmaumereka. Sudahbagus.
(Yes, they were eager to do those things, very well.)

Appendix B/Interview transcript 19/February 27th 2014

In addition, there was some progress in the other aspects of writing. Those were vocabulary, grammar and mechanics. However, they still need further guidance in order to help them retain the concept and implement them in writing.

-
- GBI : Content, organization sudahrunut, kalobagian
penulisanInggrisnya,
grammarnyaitumerekaperlusedikitbimbinganlagiyamungkinitugassayan
anti. Yamemangpelan-
pelan.KalauuntukanaksinisudahlumayanMbak.Vocab
yamulaibisa.Penulisansudahbagus.
(.....The significant improvement was on the aspect of content and also organization. But in terms of grammar, I think they still needed more guidance maybe that was for my next job. Yes, step by step. It was a good improvement for the students here. They also started to understand the vocabulary. The mechanics also got an improvement.)

Appendix B/Interview transcript 19/February 27th 2014

Furthermore, the researcher also interviewed her second collaborator to reflect on the implemented actions in Cycle II. She also said that there was a quite much improvement during the process of the teaching and learning of writing although there were some aspects which were needed further assistance and guidance. Overall, the improvements were satisfying. The following is the excerpt of the interview transcript supporting the improvement of the research.

-
- C2 : Menurutkuperkembangannnyasudahterlihatbagus. Merekaudah sangataktifdalammengikutipembelajaranjugamulaipahammenulis yang benertu kayak gimanamisalnyagrammarepiye, organization e piye, isinekepiyegitu, terusmemperhatikanaspekpenulisanjugamisialnya. Merekanggatekeapaygkamujarkandanmempraktekkannyadalammenulis. Yawalaupunkadangmemangbutuhbimbinganekstraakantetapiprogressnyas udahcukupterlihat.
(I think the improvement was good. They were actively involved in the process of teaching and learning and they also understood how to write correctly, for example how to use the grammar, what about the organization, the content, and they also paid attention to the mechanics of writing for example. They paid attention what did you teach and practiced them in writing. Although they still needed extra guidance, I think their progress was quite considerable.)

Appendix B/Interview transcript 20/February 27th 2014

In addition, the students also got benefit from the implementation of picture series in writing narrative texts as well. This was supported by their result of writing which got a considerable improvement. The samples of their writings are presented as follows.

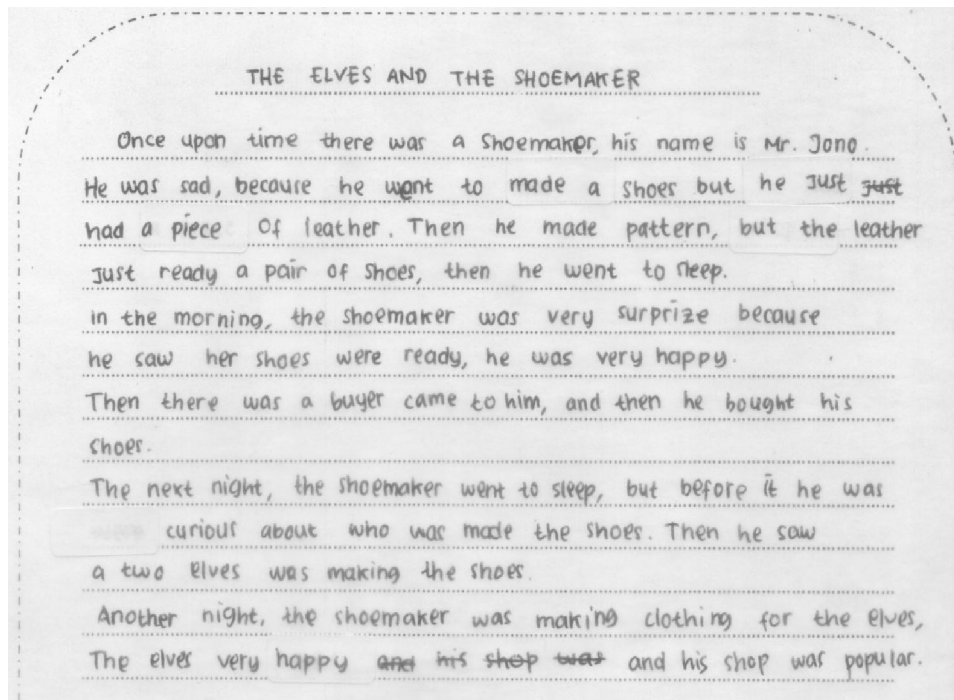


Figure 3: The Samples of Students' Writing on Cycle II

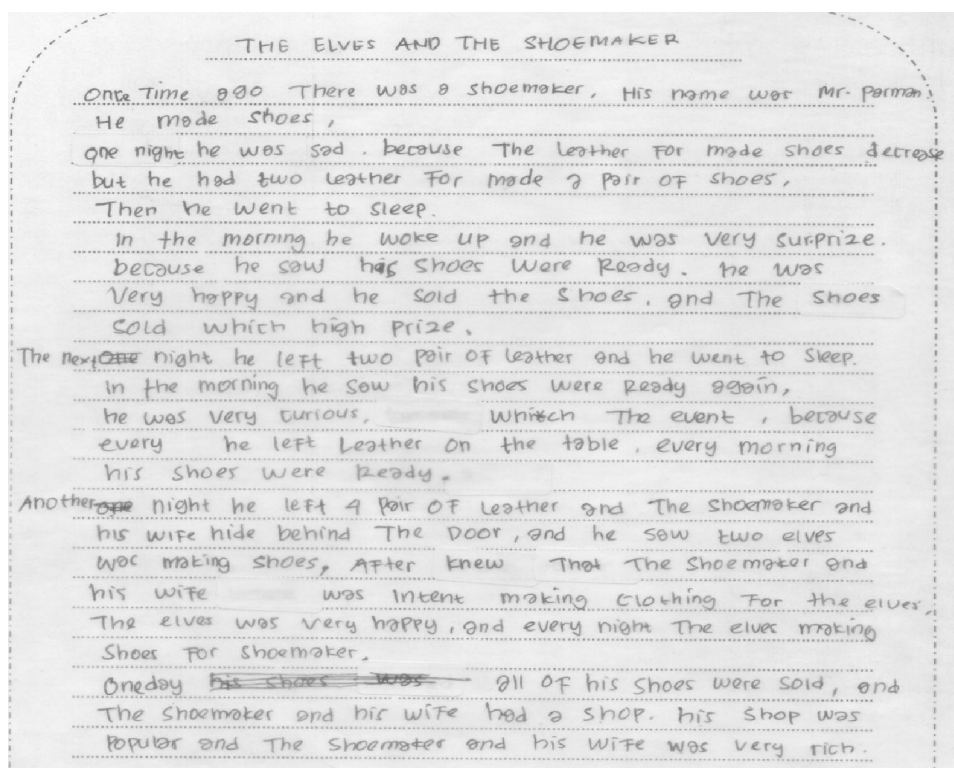


Figure 4: The Sample of Students' Writing on Cycle II

Based on the samples above, there are some considerable improvements that could be seen. They could develop the ideas very well in composing the story. The ideas were stand out and well sequenced. The organization of the text was also clear. They could make some good sentences although they still misused some aspects in some parts. In figure 3, the score in the aspect of content was 25.5, in organization aspect was 16.5, language use aspect was 19, vocabulary aspect was 16, and mechanic aspect was 4. Meanwhile, figure four got 27 for content aspect, 17 for organization aspect, 20.5 for language use aspect, 18 for vocabulary aspect, and 4.5 for mechanics aspect. Furthermore, the students' score of writing on Cycle II could be seen as follows.

Table 7: The Students' Mean Scores in Cycle II

Rater	Writing Aspects				
	Content	Vocabulary	Language Use	Organization	Mechanic
Researcher	20.95	13.68	15.95	14.32	3.68
Teacher	21.45	14.73	15.27	14.86	3.59
Mean of the raters	21.20	14.20	15.61	14.59	3.63

Table 8: The Scores Distribution of Students' Writing in Cycle II

Score	Categorization	Frequency	Interpretation	Total	Percentage
87.5–100	Excellent		Good	19	86.36 %
75–87.4	Very good	7			
62.5–74.9	Good	12			
50–62.4	Fair	1	Poor	3	13.64 %
37.5–49.9	Poor	2			
25–37.4	Very poor				

At the end of the research, a post test was conducted in order to measure the students' writing ability after the implementation of the actions. In addition, the result of the post test is presented as follows.

Table 9: The Students' Mean Scores in Post Test

Rater	Writing Aspects				
	Content	Vocabulary	Language Use	Organization	Mechanic
Researcher	21.32	14.45	17.12	14.64	3.73
Teacher	20.45	15.14	17.59	16	3.50
Means of the raters	20.88	14.79	17.35	15.32	3.61

Based on the table above, there was a considerable improvement of the students' score. It could be concluded that the research regarding the implementation of picture series in writing had brought some positive effects. Therefore, the summary of the results after the actions from Cycle I until Cycle II is presented in table below.

Table 10: The Progress of the Students' Writing Ability from Cycle I to Cycle II

No	Aspect of Writing	Cycle I	Cycle II
1	Content	The students started to get the idea about what to write although their writings were still lacked of details and supporting information.	<ul style="list-style-type: none"> • The students could develop the idea into more complex one. • They started to add some supported information in their writing.
2	Organization	The students started to be able to classify the ideas based on the generic structure of the text although it was still in the simplest way.	<ul style="list-style-type: none"> • The students used a sequence and complete organization of the text. • Their writings were well written and well read.
3	Language use	<ul style="list-style-type: none"> • The students were still lack of the concept of simple past tense. • They often forgot to change the verb into past form. • The students often forgot 	<ul style="list-style-type: none"> • The students understood the use of simple past tense in writing narrative text. • They started to pay attention to the subject and verb in making

		to put subject or verb in making the sentence.	<ul style="list-style-type: none"> sentences. They started making simple but meaningful sentences.
4	Vocabulary	<ul style="list-style-type: none"> The students still forgot to bring the dictionary. They were still reluctant to open the dictionary. They often misused the words. They often got stuck because they did not know the words. 	<ul style="list-style-type: none"> They used the dictionary to find the words. They discussed with friends in choosing the appropriate vocabulary. Some of them did not bring the dictionary but they were eager to borrow from the library without being asked to.
5	Mechanics	<ul style="list-style-type: none"> They began to pay attention to the punctuation such as putting full stop but sometimes wrongly used the capitalization. Sometimes they still misspelled the words. Some of them ignored the paragraphing. 	<ul style="list-style-type: none"> They got used to put full stop in the end of the sentences. They paid attention to the spelling of the words.

C. General Findings

This part presents the general findings gained in Cycle I and Cycle II during the research. They consist of qualitative and quantitative data. The qualitative data are presented by describing the progression of the implementation of picture series in writing narrative texts. Meanwhile, to support that, the quantitative data are also presented in the form of the students' writing score obtained from pre test, Cycle I, Cycle II, and post test.

Table 11: The Progress of the Students' Writing Ability Before and After the Actions

Aspect of Writing	Pre Action	Cycle I	Cycle II
Content	Most of the students had difficulties in generating the idea.	The students started to get the idea about what to write although their writings were still lacked of details and supporting information.	<ul style="list-style-type: none"> • The students could develop the idea into more complex one. • They started to add some supported information in their writing.
Organization	Most of the students were confused how to organize the sentences into a good text and how to differ the generic structure of the text.	The students started to be able to organize the ideas based on the generic structure of the text although it was still in the simplest way.	<ul style="list-style-type: none"> • The students used a sequence and complete organization of the text. • Their writings were well written and well read.
Language use	The students often made grammatical errors especially in the use of verb II, agreement, pronoun, and article.	<ul style="list-style-type: none"> • The students were still lack of the concept of simple past tense. • They often forgot to change the verb into past form. • The students often forgot to put subject or verb in making the sentence. 	<ul style="list-style-type: none"> • The students understood the use of simple past tense in writing narrative text. • They started to pay attention to the subject and verb in making sentences. • They started making simple but meaningful sentences.
Vocabulary	The students lack of vocabulary mastery and often asked their teacher to translate the words.	<ul style="list-style-type: none"> • The students still forgot to bring the dictionary. • They were still reluctant to open the dictionary. • They often misused the words. 	<ul style="list-style-type: none"> • They used the dictionary to find the words. • They discussed with friends in choosing the appropriate vocabulary. • Some of them did

		<ul style="list-style-type: none"> • They often got stuck because they did not know the words. 	not bring the dictionary but they were eager to borrow from the library without being asked to.
Mechanics	Most of the students ignored the mechanics in writing such as spelling, punctuation, capitalization, and paragraphing.	<ul style="list-style-type: none"> • They began to pay attention to the punctuation such as putting full stop but sometimes wrongly used the capitalization. • Sometimes they still misspelled the words. • Some of them ignored the paragraphing. 	<ul style="list-style-type: none"> • They got used to put full stop in the end of the sentences. • They paid attention to the spelling of the words.

The table indicates that in the first cycle, there were some improvements concerning the content. The students could generate their idea easily by implementing picture series in writing narrative texts compared with the pre action. They also started to compose their ideas in a good organization based on the generic structure of the text. However, they still had difficulty in elaborating their idea by adding some supporting details. In addition, the students still made a lot of mistakes in using grammar in their writing. They often forgot to put subject and verb in making the sentences, forgot to change the verb form, also misused the pronouns, and articles. They also had difficulty in choosing the proper vocabulary because they were still reluctant to open the dictionary. As the result, they also often misspelled the words.

In Cycle II, there were some improvements in all aspects. The students started to be able to elaborate their idea by adding some supporting details. Their writings also became well written. The readers could understand what they wrote and the communicative purpose of the text was attained. The students also understood the concept of grammar especially simple past tense and they applied it in their writing. The steps of writing namely, drafting, editing, and producing the final product were also done by the students. Moreover, they also accustomed to use the dictionary to check the meaning of the words during writing.

By implementing picture series and applying the various activities, the students' motivation in learning writing was also increased. They enjoyed the process of teaching and learning. In addition, they actively involved during the discussion and also paid attention to the teacher. They were also happy getting the feedback on their writing, so that they could get better understanding about some aspect such as grammar and vocabulary.

The quantitative data are also supported the findings. To obtain the data, a pre test and post test were conducted. The students' writing were assessed by using inter rater reliability. The scoring which was done by the researcher and her collaborator were based on the scoring rubric of Jacobs et al. Therefore, the tables below will present the mean scores of each aspect gained from the pre test, cycle I, cycle II, and post test.

Table 12: The Mean Scores in the Aspect of Content

Rater	Pre test	Cycle I	Cycle II	Post test
Researcher	16.41	18.91	20.95	21.32
Teacher	15.82	17.50	21.45	20.45
Mean scores of the rater	16.11	18.20	21.20	20.89

The table above indicates that the students writing skills in the aspect of content was improved. The mean scores were increased cycle by cycle although from cycle II to post test there was a decrease. Overall, the gained score from pre test and pos test obtained was 4.78. It was a quite significant progression.

Table 13: The Mean Scores in the Aspect of Organization

Rater	Pre test	Cycle I	Cycle II	Post test
Researcher	12.09	13.18	14.32	14.82
Teacher	10.09	12.68	14.86	16
Mean scores of the rater	11.09	12.93	14.59	15.41

Based on the table, it shows that there was also an improvement in the aspect of organization. The scores of the students' writing in the aspect of organization increased in every cycle. Furthermore, the gained score obtained was 4.32.

Table 14: The Mean Scores in the Aspect of Language Use

Rater	Pre test	Cycle I	Cycle II	Post test
Researcher	11.09	11.95	15.95	17.14
Teacher	10.36	13.23	15.27	17.59
Mean scores of the rater	10.73	12.59	15.61	17.36

The students' mastery of language use also increased. Cycle by cycle, the students got better scores in the aspect of language use in their writing. The gained score that they made was 6.63. It was a quite considerable improvement.

Table 15: The Mean Scores in the Aspect of Vocabulary

Rater	Pre test	Cycle I	Cycle II	Post test
Researcher	13.23	11.59	13.68	14.45
Teacher	11.32	12.59	14.73	15.14
Mean scores of the rater	12.27	12.09	14.20	14.79

Based on the table above, there was also an improvement in the aspect of vocabulary. Although the score was up and down in every cycle, they already made their best. The improvement in the aspect of vocabulary is indicated by the gained mean score obtained which was 2.52.

Table 16: The Mean Scores in the Aspect of Mechanics

Rater	Pre test	Cycle I	Cycle II	Post test
Researcher	2.95	2.91	3.68	3.73
Teacher	2.73	2.82	3.59	3.5
Mean scores of the rater	2.84	2.86	3.63	3.61

The aspect of mechanics was also improved. The students paid attention to the spelling, capitalization, and punctuation in writing. The gained score obtained was 0.77. Furthermore, the scores above are presented in the graph below.

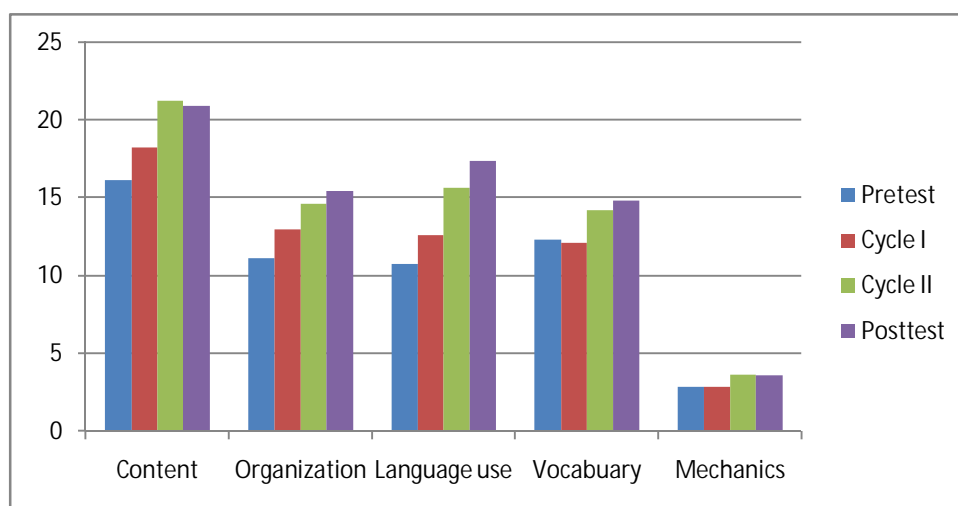


Figure 5: The Graph of Students' Writing Score in the Five Aspects

Thus, to see whether there is a significant improvement or not, the scores of pre test and post test were analyzed by using t test from SPSS 16.0 program. The result showed that the significance level was 0.000 ($p < 0.05$). It means that there was a significant improvement in the implementation of picture series in writing narrative text. As conclusion, this research is considered to be successful.

D. Discussion

The implementation of picture series in this research brought some successful improvements in the students' writing skills on narrative text and the teaching and learning process. Based on the findings of the research, the first improvement was related to the content. Picture series which were provided during the process of teaching and learning of writing could stimulate the students to generate the ideas. It could help them to brainstorm the important ideas that they had to write. They could write longer paragraphs than before the action. This finding is in line with Wright (1989) who states that picture series contribute to a specific important point or stimulus.

The second improvement was related to organization. By looking at the pictures, the students could organize the ideas that they had in mind into a good sequence. They could arrange them regarding to the generic structure of narrative text and in a chronological order. Their writing became well written and well read. The finding was also suitable with the use of picture series as stated in

Yunus(1981) who defines picture series as a number of pictures which relate each other and place in a sequence and also is used to tell events or stories.

The third one was in the aspect of language use. By providing some exercises about grammar which were related to the text, the students could have better understanding about the concept of simple past tense. The writing process accompanied by discussion and giving feedback also could improve the students' mastery of language use. They followed the process of writing such as planning, drafting, revising, and editing which could help them write effectively as stated in Richards and Renandya (2002); Nunan (2003); Hyland (2003).

The next improvement was in the aspect of vocabulary. By looking at the pictures and looking up at the dictionary, the students could use more appropriate words in writing. They could choose the words based on the context that they needed to be used. This finding was also in line with Wright (1989) who mentions that picture series provides a sense of context of the language.

The next was related to the mechanics. Those students' awareness about the spelling of the words was improved. They checked the spelling of the words in the dictionary so they could minimize the misspelling. Moreover, by giving feedback the students also became more aware about the punctuation and capitalization.

The last but not least was related to the students' motivation in learning. The use of picture series which was combined with picture-based activities such as sequencing jumbled pictures could attract the students' attention. They also

enjoyed looking at the pictures during the learning. They got more engaged during the discussions, group works, and individual works. This finding was also in line with Wright (1989) and Smaldino (2005) who state that one of the benefits of picture series is that it contributes to make the students interested and motivated. Thus, the students' writing skills in writing narrative text was improved after the implementation of picture series which was also combined with some picture-based activities.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusions, implications, and also some suggestions of the research. Those items above will be discussed below.

A. Conclusions

Based on the research findings, it was indicated that the writing ability of grade X students of SMA N 1 Srandakan improved after the implementation of picture series in writing narrative texts. The research was conducted in two cycles. Every cycle consisted of three meetings. In every cycle, some research steps namely planning, action and observation, and reflection were done collaboratively. At the end of the research, some conclusions could be drawn.

In Cycle I, picture series were implemented in every stage of learning such as in Building Knowledge of Field, Modeling of the Text, Joint Construction of the Text, and also Independent Construction of the Text. Some picture based activities such as sequencing jumbled pictures and sequencing jumbled paragraphs were also implemented in order to make the learning situation not monotonous. Pair work and group work activities were also done. In addition, the students also wrote a narrative text individually.

In Cycle II, two sets of picture series were provided. The students got the opportunity to write two narrative texts based on the pictures. The process of writing namely drafting, revising, and producing the final product were successfully done by the students. The use of picture series accompanied by

picture based activities, worksheets, and giving feedback brought some significant improvements to the students' writings especially in the aspect of content, organization, language use, vocabulary, and mechanics.

The students made a quite much improvement in the aspect of content. Picture series could help the students to stimulate the ideas about what they had to write. As the result, they could develop their ideas into long paragraphs. They also could write fluently. Furthermore, in the aspect of organization, picture series could help the students to organize their ideas. By studying some series of pictures, the students could understand the sequence of the ideas. The students could arrange the ideas based on the generic structure of narrative text. As the result, the students' writings were well written and also well read. Picture series also could improve the students' vocabulary mastery. By looking at the pictures, the students knew the vocabulary that they wanted to use and then they checked the dictionary to find the words in English. The worksheets also provided some key words to help the students write.

In addition, the students' writing skills also improved in the aspect of language use. By giving the explanation, worksheet, and feedback, the students had a better mastery of the use of simple past tense in writing narrative texts. They could produce simple but meaningful sentences. In addition, during the whole class discussion the students corrected each other so they could realize their mistakes. The teacher's feedback also could give them deeper understanding about the grammar such as the use of pronoun, agreement, article, and so on.

Moreover, through giving feedback, the students' writing ability in the aspect of mechanics also improved. The students started to pay attention to the capitalization and spelling. They also reminded each other about the punctuation in their writing. In addition, the use of picture series in the teaching and learning of writing also increased the students' motivation and classroom interaction. They actively participated in the process of teaching and learning and got more engaged during the discussion.

The research findings also indicated that the students' mean scores in writing increased cycle by cycle. The T value of the pre test and post test which was analyzed by using SPSS 16.0 program was -10.261 at the significance level of 0.000. As conclusion, the research on using picture series to improve the students' writing skills on writing narrative texts could be considered successful.

B. Implications

Based on the conclusions, some further implications could be made. It can be implied that using picture series alone could not significantly improve the whole aspects of writing skills. In fact, the most significant improvement was only in the aspect of content. Therefore, combining picture series with some picture based activities such as sequencing jumbled pictures and sequencing jumbled paragraphs could make some improvements related to the aspect of organization and vocabulary. Furthermore, by providing some grammar practices, feedbacks, and discussions, all of the five aspects of students' writing skills namely content,

organization, language use, vocabulary, and mechanics could significantly be improved. The use of picture series during the teaching and learning of writing also enhanced the students' motivation. In addition, providing pair work and group work could make the situation of teaching and learning not monotonous.

C. Suggestions

After making the conclusions and the implications of the research, some suggestions for the English teacher, the students, and the next researchers on this subject could be proposed. Those suggestions are presented as follows.

1. For the English teachers

It is better to use picture series as one of the techniques during the process of the teaching and learning of writing, especially narrative texts, since it brings many benefits. Picture series may be implemented in writing narrative texts in the stage of BKOF, MOT, JCOT, or ICOT. The teacher also should combine picture series with other picture based activities such as sequencing jumbled pictures activities. It is also necessary to provide pair work or group work activities. The teacher also could use picture series to teach other skills and other text types.

2. For the students

The students should manage themselves to always have positive attitudes towards English. They also should have motivation on learning for their own benefits. It is important for them to always practice writing so that they could

improve their skills. In addition, they should always actively participate in the process of teaching and learning and do the tasks given by the teacher. They also should manage themselves to work in pairs, in groups, or individually.

3. For the next researchers

Other researchers could use this study as a reference for conducting further research of the relevant topics. Because of the limitations that this research has, other researchers may conduct other researches on the use of pictures series in other types of text to improve the students' skills.

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APPENDICES

APPENDIX A

FIELD NOTES

FIELD NOTES

No : FN 01
Hari/Tanggal : Selasa/21 Januari 2014
Tempat : SMA N 1 Srandakan
Kegiatan : Permohonan ijin penelitian
Partisipan : R : Researcher
S : Satpam
KTU : Karyawan TU

R datang ke sekolah pukul 09.00 untuk mengajukan ijin penelitian. R bertemu dengan satpam di lobby sekolah dan meminta ijin untuk bertemu dengan bapak Kepala Sekolah. Dikarenakan bapak Kepala Sekolah sedang tidak ada di tempat, maka R diminta untuk menemui karyawan TU. R mengucapkan terimakasih kepada S kemudian meminta ijin untuk pergi ke kantor TU.

R menuju ruang TU dan menyerahkan surat ijin dari Bapeda serta proposal penelitian. KTU meminta R untuk datang lagi keesokan harinya sebelum jam 9 untuk bertemu dengan bapak Kepala Sekolah untuk mengetahui diperbolehkan atau tidaknya untuk melakukan penelitian.

R mengucapkan terimakasih kepada KTU dan pukul 09.15 R berpamitan dan pulang.

No : FN 02
Hari/Tanggal : Rabu/22 Januari 2014
Tempat : Kantor Kepala Sekolah
Kantor Guru
Kegiatan : Tindak lanjut permohonan ijin penelitian
Partisipan : R : Researcher
KS : Kepala Sekolah
GBI : Guru Bahasa Inggris

R datang ke sekolah pukul 08.00 dan memohon ijin ke guru piket untuk bertemu KS guna menanyakan perihal keputusan dari perijinan penelitian yang telah R serahkan sehari sebelumnya. R dipersilahkan langsung menuju kantor KS karena kebetulan KS sedang berada di tempat.

R kemudian menuju kantor KS. KS menyambut baik kedatangan R dan berkata bahwa proposal dan surat ijin telah dicermati. KS menyatakan bahwa R diperbolehkan melakukan penelitian. KS juga menyampaikan bahwa beliau telah berdiskusi dengan GBI kelas X.

Kemudian KS meminta R untuk bertemu dengan GBI secara langsung untuk mendiskusikan teknis penelitian yang lebih lanjut. R mengucapkan terimakasih kepada KS dan selanjutnya memohon ijin untuk ke kantor guru.

Setelah dari kantor KS, R menuju kantor guru untuk bertemu dengan GBI. Kebetulan GBI sedang tidak mengajar. R menyampaikan maksud kedatangannya kepada GBI. GBI menyampaikan bahwa proposal penelitian R telah beliau baca

dan GBI memberi tanggapan baik serta siap membantu selama proses penelitian berlangsung.

GBI juga telah mengetahui bahwa R akan menggunakan picture series untuk mengajar teks naratif. GBI menyetujui penggunaan picture series dan juga teks yang akan diajarkan yaitu teks naratif. Hal ini dikarenakan materi pada awal semester genap ini adalah naratif jadi sudah sesuai.

Setelah itu R menanyakan kelas mana yang bisa digunakan sebagai subjek penelitian. GBI menganjurkan kelas X2 untuk digunakan sebagai subjek penelitian. Hal ini dikarenakan dahulu R juga pernah mengajar kelas X2 sewaktu mengadakan kegiatan PPL sehingga sudah tahu persis sejauh mana kemampuan menulis dari siswa di kelas tersebut.

Kemudian R menanyakan jadwal pelajaran dan juga jumlah pertemuan yang dapat R gunakan selama penelitian. GBI menyepakati bahwa R dapat mengajar selama 6 kali pertemuan secara berturut-turut setiap hari Kamis dan Sabtu yaitu jam pertama dan kedua sesuai dengan jadwal pelajaran yang ada. GBI juga menyetujui bahwa R dapat mulai melakukan observasi pada hari Kamis tanggal 30 Januari 2014. Setelah dirasa cukup R mengucapkan terimakasih kepada GBI dan selanjutnya pulang pukul 09.00.

No : FN3
Hari/Tanggal : Kamis/30 Januari 2014
Tempat : Kelas X2
Kegiatan : Observasi
Partisipan : R: Researcher
 GBI: Guru Bahasa Inggris

R tiba di sekolah pukul 06.50 untuk melakukan observasi di kelas X2 sesuai yang telah disepakati oleh GBI. R menemui GBI dan GBI mempersilahkan R untuk menunggu sebentar. Pukul 07.00 GBI dan R menuju kelas X2. Karena siswa masih ada yang piket menyapu lantai maka GBI dan R menunggu sesaat sebelum memulai pelajaran. Beberapa siswa belum siap mengikuti pelajaran. Setelah siswa terkondisikan, GBI memulai pelajaran dan R duduk di bangku belakang untuk mengamati proses belajar mengajar Bahasa Inggris di kelas X2.

Pertama-tama GBI menyapa para siswa dan siswa membalas sapaan GBI. Lalu GBI mengecek kehadiran siswa, dan ada 3 siswa yang tidak masuk. Kemudian GBI menginformasikan tujuan pembelajaran mereka pada hari itu yakni di akhir pembelajaran para siswa bisa menulis sebuah teks naratif. Terlihat media yang tersedia di kelas yaitu papan tulis, board marker, dan penghapus. GBI sepertinya juga tidak menyediakan media yang cukup bisa menarik perhatian siswa di hari itu. GBI mulai mereview pelajaran minggu lalu tentang generic structure dari teks naratif. Beberapa siswa laki-laki mengobrol sendiri di bangku belakang dan tidak memperhatikan penjelasan GBI. GBI seringkali harus menegur siswa dan menyuruh mereka untuk tenang. Selanjutnya GBI membagikan worksheet kepada siswa yang berisi 3 tasks. GBI mengarahkan siswa untuk melihat worksheet dan GBI membacakan perintah dari task 1. GBI menyuruh

siswa untuk membaca teks berjudul “A Naughty Goat” dan mengubah kata kerja yang ada di dalam teks menjadi kata kerja bentuk lampau. Kegiatan pembelajaran terlihat monoton bahkan para siswa terlihat kebingungan dan GBI harus menjelaskan kembali apa yang harus mereka kerjakan. Para siswa terlihat kesulitan untuk mengubah kata kerja menjadi bentuk lampau karena banyak dari mereka yang tidak membawa kamus. Alhasil, banyak siswa yang mondar-mandir untuk saling meminjam kamus. Namun ada juga siswa yang sudah menggunakan kamus tetapi masih merasa bingung. Sese kali GBI berkeliling untuk mengecek dan membantu siswa yang masih mengalami kesulitan dalam mengerjakan tugas. Terdapat dua orang siswa laki-laki yang duduk dipaling belakang terlihat mengantuk dan malas mengerjakan tugas dari GBI. Setelah itu, GBI meminta para siswa untuk menuliskan jawaban mereka di papan tulis. Beberapa siswa maju tanpa harus ditunjuk. Namun ada juga yang harus ditunjuk oleh GBI. Setelah semua jawaban terjawab, GBI membahas jawaban tersebut. GBI kemudian membahas isi dari teks naratif tersebut dan menanyakan kata-kata sukar yang maknanya belum diketahui para siswa. Setelah itu GBI meminta siswa untuk mengerjakan task 2 yaitu menjawab comprehension questions. Siswa menjawab 5 pertanyaan secara lisan. Terdapat beberapa siswa yang gaduh, kemudian GBI memintanya untuk membaca soal dan menjawabnya. Setelah mendiskusikan 5 soal yang ada di task 2, GBI memberi kesempatan kepada siswa untuk bertanya. Karena tidak ada siswa yang bertanya maka GBI melanjutkan ke task 3. GBI meminta siswa untuk berhitung satu sampai empat dan berkelompok untuk mengerjakan task 3. Dalam task 3 ini, para siswa diminta untuk menuliskan kembali cerita “A Naughty Goat” berdasarkan sudut pandang yang berbeda dari tiap tokoh. Banyak siswa yang masih bingung untuk menulis walaupun sudah diberi contoh oleh GBI. Beberapa siswa bertanya kepada R dalam menerjemahkan kata-kata kedalam bahasa Inggris, seperti “Miss bahasa inggrisnya tidak tahu balas budi apa?” Karena jam pelajaran sudah selesai GBI meminta siswa untuk melanjutkan tugas tersebut pada pertemuan berikutnya. Kemudian GBI memberi waktu kepada R untuk menyampaikan maksud kehadirannya didalam kelas dan untuk menginformasikan pre-test.

R maju ke depan kelas dan memperkenalkan diri. Setelah itu R menyampaikan bahwa selama beberapa pertemuan ke depan R akan mengajar X2. R juga menghimbau para siswa untuk membawa kamus untuk persiapan mereka melakukan pre-test minggu depan. Setelah dirasa cukup R dan GBI mengakhiri pelajaran dan meninggalkan kelas.

R meminta waktu GBI untuk melakukan wawancara. Kemudian GBI dan R menuju perpustakaan untuk wawancara. R mewawancarai GBI seputar kemampuan Bahasa Inggris siswa kelas X2. Setelah dirasa cukup GBI kembali ke kantor dan R memohon ijin untuk mewawancarai siswa kelas X2.

Pada jam istirahat yaitu pukul 09.15 R menuju kelas X2. R menghampiri beberapa siswa yang duduk dibawah pohon untuk diajak wawancara. R mewawancarai 3 siswa seputar pelajaran Bahasa Inggris yang mereka ikuti. Setelah dirasa cukup R berterimakasih dan pergi ke dalam kelas dan mewawancarai 2 orang siswa. Setelah mendapatkan cukup informasi R

berterimakasih dan kembali ke ruang guru. R menemui GBI untuk mengucapkan terimakasih dan selanjutnya pada pukul 09.45 R pulang.

No : FN4
Hari/tanggal : Sabtu/1 Februari 2014
Tempat : Kelas X2
Kegiatan : Pre-test
Partisipan : R: Researcher
 GBI: Guru Bahasa Inggris

Pukul 06.55 R sudah tiba disekolah dan menemui GBI. Sebelumnya R dan GBI telah berkoordinasi bahwa hari tersebut R akan melakukan pre test di kelas X2. GBI sepakat untuk memberi waktu satu jam pelajaran kepada R untuk melakukan pre test yaitu pada jam ke 2.

Pada pukul 07.05 setelah bel berbunyi, R dan GBI menuju ruang kelas X2. GBI membuka pelajaran dan R duduk di meja paling belakang untuk melakukan observasi. Kemudian GBI membuka pelajaran dengan greeting, berdoa lalu mengecek kehadiran siswa. Terdapat 4 siswa yang tidak masuk, 3 siswa sakit dan 1 siswa lainnya tanpa keterangan. GBI kemudian melanjutkan mengajar materi tentang narrative text dan menyuruh siswa untuk melanjutkan tugas mereka untuk menulis teks naratif berdasarkan sudut pandang tertentu. GBI meminta siswa untuk berkelompok dan mengerjakan tugas. GBI selalu memonitor progres siswa dalam menulis teks naratif. Setelah satu jam pelajaran hampir berakhir, GBI menyuruh siswa untuk melanjutkan pekerjaan mereka di rumah. Kemudian GBI memberi kesempatan kepada R untuk memberikan pre test.

Setelah jam pertama selesai dengan di tandainya bel, R maju ke depan kelas dan memperkenalkan diri serta menjelaskan apa yang harus siswa kerjakan. R meminta siswa untuk menulis sebuah cerita favorit mereka. R memberi waktu sekitar 45 menit untuk menulis. Banyak siswa yang mengalami kesulitan untuk menulis dan mengartikan kata karena hanya beberapa siswa saja yang membawa kamus. Siswa banyak bertanya kepada R ketika tidak tahu tentang terjemahan beberapa kosakata Bahasa Indonesia dalam Bahasa Inggris. "Miss nek menyihir inggrise apa?"

Pada pukul 08.30 R meminta siswa untuk mengumpulkan pekerjaan mereka. Kemudian R menutup pelajaran. R kemudian menemui GBI dan memberitahu bahwa R telah selesai melakukan pre test. R dan GBI berkoordinasi dan GBI menyetujui bahwa R mulai mengajar minggu depan, yaitu hari Kamis dan Sabtu sesuai dengan jadwal yang ada. Selanjutnya R mengucapkan terimakasih dan berpamitan.

No : FN05
Hari/tanggal : Kamis/6 Februari 2014
Tempat : Ruang Kelas X2
Kegiatan : Pertemuan 1 Cycle 1

Partisipan : R : Researcher
 GBI : Guru Bahasa Inggris

R tiba disekolah pada pukul 06.55 kemudian langsung menemui GBI di kantor guru. R menyerahkan RPP dan observation checklist kepada GBI. GBI mengamati materi yang akan diajarkan. Pada pukul 07.00 bel berbunyi, kemudian R dan GBI menuju ruang kelas X2. Terlihat beberapa anak masih mengobrol di depan pintu, lalu R menyuruh mereka segera masuk karena pelajaran akan segera dimulai.

R menuju meja guru karena hari ini R yang akan mengajar. Sementara itu GBI duduk di tempat duduk paling belakang dan berlaku sebagai collaborator yang akan mengamati R dan situasi pembelajaran.

Setelah semua siswa duduk, R membuka pelajaran dengan greeting “Good morning class, how are you?” Siswa kemudian secara serentak menjawab “I’m fine thank you and you?” R menjawab “I’m fine too thank you.” Lalu R mengecek kehadiran siswa karena terdapat 2 tempat duduk yang masih kosong. Beberapa siswa menjawab bahwa kemungkinan teman mereka datang terlambat. Selanjutnya R menginformasikan kembali bahwa hari ini dan beberapa pertemuan kedepan R yang akan mengajar dan R menyampaikan materi yang akan dipelajari yaitu narrative text dan R juga menyampaikan tujuan dari pembelajaran.

Kemudian R mengaktifkan background knowledge siswa tentang narrative text dengan mengajukan beberapa pertanyaan. R bertanya kepada siswa “What do you know about narrative text?” Seorang siswa perempuan menjawab, “Narrative text itu cerita Miss.” Kemudian R meminta siswa menyebutkan bentuk-bentuk dari narrative text. Siswa hanya terdiam, lalu R menuliskan beberapa bentuk dari narrative text, baru setelah itu siswa menyebutkan bentuk narrative text yang mereka ketahui. “Fable Miss.” “Legend.” R juga meminta siswa menyebutkan contoh judul cerita dari masing-masing bentuk dari narrative text, “Okay, now could you give the example of the title of these types of narrative text?” Beberapa siswa tampak antusias dalam menjawab, “Fairytale ki Cinderella Miss.” Namun beberapa siswa lain hanya diam dan mendengar temannya menjawab. Terdapat siswa yang bertanya, “Miss nek cerita kayak Tom and Jerry sama Upin Ipin itu masuk narrative nggak?”

Setelah itu, R membagikan modul yang berisi contoh narrative text, picture series, dan juga latihan. R meminta siswa melihat picture series dan mempelajari cerita, “Now please look at the pictures on your paper.” R bertanya “Can you predict the title of the story?” Beberapa siswa menjawab bahwa judul cerita itu adalah Malin Kundang, namun ada seorang siswa yang menjawab bahwa judul cerita itu adalah Sangkuriang. R meluruskan bahwa judul teks tersebut adalah Malin Kundang. “Well, the correct title of this story is Malin Kundang. What kind of story is that?” “Anak yang dikutuk jadi batu Miss.” R juga meminta siswa menebak garis besar cerita berdasarkan gambar, “What happened in picture number 1? Bisa kalian ceritakan gak intinya kalau lihat dari gambar-gambar ini?” Beberapa siswa menjawab dengan bersahut-sahutan, “Malin Kundang pamitan, terus ibunya ditinggal, terus pas balik lagi gak ngakuin ibunya terus dia dikutuk ibunya.” Kemudian R meminta siswa membaca teks berjudul Malin Kundang dan

bertanya apakah prediksi mereka tentang cerita tersebut benar. Setelah mereka selesai membaca, R mengecek pemahaman siswa tentang isi dari cerita. Di tengah-tengah diskusi, datanglah 1 orang siswa yang memohon izin masuk kelas. R menghimbau agar mereka tidak terlambat lagi. Kemudian R melanjutkan pelajaran dan menjelaskan generic structure dan juga language feature dari narrative text. Seseekali R memberi kesempatan kepada siswa untuk bertanya, namun siswa tidak ada pertanyaan. “Okay class do you have any question so far?” dan siswa menjawab “No.”

Setelah penjelasan selesai, R meminta siswa untuk mengidentifikasi generic structure dari sebuah narrative text baru dan meminta siswa untuk menggarisbawahi penggunaan kata kerja bentuk lampau. Beberapa siswa terlihat malas mengerjakan, kemudian R menghampiri meja mereka dan membimbing mereka dalam mengerjakan tugas. Setelah selesai, R meminta siswa untuk menuliskan jawaban mereka di papan tulis. Siswa tampak antusias untuk maju kedepan bahkan saling berebut. Mereka maju kedepan dan menuliskan jawaban tanpa ditunjuk oleh R. Kemudian siswa diminta untuk mencari definisi dari beberapa kosakata sukar yang diambil dari teks. Banyak siswa yang mengalami kesulitan dalam mengerjakan tugas tersebut dikarenakan mereka tidak membawa kamus. Hanya beberapa siswa saja yang membawa kamus. Setelah itu R membahas jawaban siswa. “Well let’s discuss the answer together.” Kemudian pembelajaran dilanjutkan dengan meminta siswa mengurutkan paragraf acak dari cerita yang berjudul Roro Jonggrang sesuai dengan generic structure yang tepat. R juga meminta siswa untuk menyalin teks tersebut di buku tulis mereka untuk melatih penggunaan spelling dan tanda baca yang benar. Namun karena waktu sudah hampir habis, R meminta siswa melanjutkan tugas tersebut di rumah. “Listen everyone, because the time is up please continue your activity at home. I’ll check them in the next meeting.” Beberapa siswa bertanya, “Buat PR Miss?” dan R menjawab “Iya.”

R dan siswa bersama-sama menyimpulkan pembelajaran pada hari itu. R memberi kesempatan kepada siswa untuk bertanya. Namun karena tidak ada pertanyaan, pada pukul 08.30 R menutup pelajaran. Kemudian R mewawancarai 2 orang siswa seputar pembelajaran yang baru saja mereka ikuti.

Setelah mewawancarai siswa, R menemui GBI dan melakukan refleksi terhadap pembelajaran yang baru saja R laksanakan. R dan GBI juga mendiskusikan materi yang akan diajarkan untuk pertemuan selanjutnya. Setelah dirasa cukup, R mengucapkan terima kasih dan berpamitan. Pada pukul 09.30 R meninggalkan sekolah.

No	: FN06
Hari/tanggal	: Sabtu/8 Februari 2014
Tempat	: Ruang Kelas X2
Kegiatan	: Pertemuan 2 cycle 1
Partisipan	: R : Researcher
	GBI : Guru Bahasa Inggris
	C : Collaborator 2

Pada pukul 06.55 R dan C tiba disekolah kemudian langsung menemui GBI di kantor guru. R menyerahkan RPP dan observation ceklist kepada GBI. GBI mengamati materi yang akan diajarkan. Pada pukul 07.00 bel berbunyi, kemudian R, C dan GBI menuju ruang kelas X2. Beberapa siswa masih menyelesaikan kegiatan piket membersihkan kelas. Setelah beberapa saat mereka duduk dan siap memulai pelajaran. C dan GBI duduk di tempat duduk paling belakang dan mengamati proses pembelajaran. C juga mengambil beberapa gambar untuk mendukung data yang diperlukan.

R membuka pelajaran dengan salam. Kemudian R meminta salah satu siswa untuk memimpin doa. R mengecek kehadiran siswa dan ada seorang siswa yang tidak masuk karena sakit. R lalu menginformasikan kegiatan pembelajaran yang akan mereka lakukan pada hari itu. R menyampaikan bahwa mereka masih melanjutkan materi narrative text.

Pertama-tama R mereview pembelajaran pada pertemuan terakhir dan juga mengecek PR siswa. Beberapa siswa belum selesai mengerjakan PR. Semua siswa bisa mengurutkan jalan cerita dari Rara Jonggrang. R menekankan kembali penggunaan tanda baca sangat penting dalam menulis agar pembaca tidak bingung.

Setelah itu R melanjutkan materi. R mengaktifkan background knowledge siswa dengan menunjukkan beberapa gambar binatang. Ketika R menunjukkan gambar-gambar tersebut, salah seorang siswa berkata “Lucu, macane bobok”. Siswa-siswa terlihat sangat tertarik dengan gambar yang ditunjukkan R. Kemudian, siswa diminta untuk menebak judul cerita yang bertokoh binatang yang ada di dalam gambar. Siswa dengan antusias bersahutan menebak judul cerita. “Monkey and the crocodile Miss yang itu yang kura-kura kayak yang Upin Ipin itu kan?” “Yes, hayo bahasa Inggrisnya kura-kura apa?” “Turtle Miss.” R memberi pujian dan feedback, “Iya atau kita juga bisa pakai kata Tortoise, jadi ini judulnya apa? What is the title?” The tortoise and the rabbit Miss.” Siswa lain berkata “Sik kui opo Miss, the walang, inggrise walang opo yo.” “What about walang? Inggrisnya apa? No one knows? Walang itu bahasa Inggrisnya grasshopper. Apa bahasa Inggrisnya coba diulangi?” Semua siswa menjawab serentak “Grashopper!!” Dari kelima gambar, siswa berhasil menebak semua judul namun kebanyakan mereka belum pernah mendengar ceritanya seperti apa.

Lalu R memberi salah satu contoh teks yang berjudul “The Lion and the Mouse”. R meminta siswa untuk membaca cerita tersebut dalam hati. Setelah selesai, R menunjukkan beberapa potongan gambar dari cerita The Lion and the Mouse. R meminta beberapa siswa untuk maju ke depan dan mengurutkan gambar tersebut sesuai dengan alur cerita yang telah mereka baca. Beberapa siswa dengan sukarela maju dan menempel gambar-gambar tersebut. R lalu mengecek urutan gambar dan mencocokkannya dengan jalan cerita. Ada dua orang siswa yang terbalik dalam menempel gambar lalu R mendiskusikannya bersama siswa. R lalu membetulkan urutan gambar dan membahas keseluruhan cerita dengan mendiskusikannya bersama siswa. R juga mendiskusikan makna dari kosakata sukar yang dipakai dalam teks. Siswa menyimak penjelasan R. Namun ada 2 orang siswa yang duduk paling belakang mengobrol ketika R menjelaskan. R berhenti sejenak dan melemparkan pertanyaan kepada mereka. “Widy, Galih

jangan ngobrol sendiri, hayo artinya captured apa?” “Opo yo, anu meng opo kae nek nang hape.” R menyuruh mereka untuk memperhatikan. R mengecek pemahaman siswa dengan meminta mereka menjawab beberapa pertanyaan terkait dengan cerita. R juga memberi kesempatan kepada mereka untuk bertanya. Karena tidak ada pertanyaan maka R melanjutkan pembelajaran ke kegiatan selanjutnya.

Dalam tahap kegiatan selanjutnya R membagi siswa kedalam kelompok. R membagi siswa menjadi 5 kelompok dengan cara berhitung. Kemudian semua siswa duduk dengan kelompok masing-masing. Suasana sempat gaduh ketika siswa membuat kelompok. Kemudian R meminta mereka tenang dan menjelaskan kegiatan apa yang harus mereka lakukan dalam kelompok. R membagikan worksheet berupa gambar-gambar yang berurutan beserta potongan cerita yang masih acak. R meminta siswa untuk menggunting dan menempel gambar dan potongan teks agar menjadi sebuah teks naratif yang runtut. Setelah itu setiap kelompok diminta untuk menuliskan ending cerita.

R berkeliling dari satu kelompok ke kelompok lain untuk membimbing siswa dalam mengerjakan tugas mengurutkan tersebut. Kesulitan terbesar siswa dalam melakukan tugas tersebut adalah pada kosakata. Beberapa siswa tidak membawa kamus sehingga mereka kesulitan dalam mengartikan kata-kata yang digunakan. Mereka banyak bertanya kepada R, “Promise artinya apa Miss?” “Kalau scared apa Miss artinya?” R menegur siswa yang tidak aktif di dalam kelompok agar mereka membantu mengartikan ataupun membuat ending cerita.

Pada akhirnya semua kelompok belum dapat menyelesaikan tugas tersebut. Kemudian R meminta para siswa untuk melanjutkan pekerjaan itu sebagai tugas rumah dan akan dibahas pada pertemuan mendatang. Karena waktu sudah menunjukkan pukul 08.30 R menyimpulkan pembelajaran kemudian menutup pembelajaran.

Setelah pembelajaran selesai, R, GBI, dan C berkumpul di perpustakaan untuk melakukan refleksi dari hasil pengamatan. R dan GBI juga mendiskusikan materi untuk pertemuan yang akan datang. Setelah itu R mewawancarai beberapa siswa pada saat jam istirahat. Setelah semua informasi dirasa cukup, R berpamitan pada pukul 10.00 dan pulang,

No : FN07
Hari/tanggal : Kamis/13 Februari 2014
Tempat : Ruang Kelas x2
Kegiatan : Pertemuan 3 Cycle 1
Partisipan : R : Researcher
 GBI : Guru Bahasa Inggris

Pukul 06.55 R tiba disekolah. R menemui GBI di ruang guru namun GBI belum hadir. Pada pukul 07.00 bel berbunyi. Karena GBI belum hadir maka R langsung menuju kelas X2 dan memulai pembelajaran.

Ketika melihat R menuju kelas, siswa-siswa yang masih di depan pintu segera masuk. Beberapa siswa masih melakukan kegiatan piket membersihkan kelas. Tak lama kemudian mereka duduk dan siap memulai pelajaran.

Setelah semua siswa duduk, R membuka pelajaran dengan greeting “Good morning class, how are you?” Siswa kemudian secara serentak menjawab “I’m fine thank you and you?” R menjawab “I’m fine too thank you.” Kemudian R mengecek kehadiran siswa. Siswa menjawab bahwa satu teman mereka tidak berangkat karena sakit. Tidak lama kemudian GBI hadir kemudian duduk di tempat duduk paling belakang dan mengamati R dalam mengajar, siswa serta kondisi pembelajaran.

R menanyakan PR siswa. Beberapa kelompok belum menyelesaikan PR mereka. Kemudian R memberi waktu 10 menit bagi kelompok yang belum selesai menempel potongan cerita dan menulis ending cerita. Setelah itu, R meminta satu kelompok untuk menulis ending cerita di papan tulis. R memberikan feedback dan koreksi berkaitan dengan penggunaan kata kerja bentuk lampau. Kemudian R meminta siswa mengumpulkan pekerjaan mereka. Dua kelompok belum menuliskan ending cerita dan hanya mengurutkan ceritanya saja. R meminta mereka untuk mengumpulkan ketika istirahat.

R lalu melanjutkan pelajaran dengan menyampaikan materi baru. R menyampaikan tujuan pembelajaran yaitu menulis teks naratif. S11 bertanya “Wah tugas lagi ya Miss?” R menjawab “Iya nanti menulis dengan melihat gambar.” Kemudian R bertanya apakah para siswa membawa kamus. Karena sebagian besar siswa tidak membawa kamus maka R menyuruh ketua kelas untuk meminjam beberapa kamus di perpustakaan sehingga di setiap meja terdapat satu buah kamus. Lalu R mengaktifkan pengetahuan siswa dengan memberikan pertanyaan lisan. “Are you familiar with a story about monkey? Can you mention the title of the story?” Lalu R menunjukan satu set picture series. Dia meminta siswa untuk memberi judul dengan melihat tokoh yang ada digambar. “Penjual topi bahasa inggrisnya apa Miss?” “Topi bahasa inggrisnya apa hayo, kalau penjual juga apa, yang bawa kamus dilihat.” Setelah beberapa saat, seorang siswa perempuan bernama Putri menjawab, “Hat Miss.” “Penjual ki sell.” “Very good, topi is hat tapi penjual bukan sell tapi seller.” Lalu mereka sepakat judulnya adalah *The Naughty Monkeys and the Hat Seller*.

R memberi waktu bagi siswa untuk mengamati gambar tersebut. Siswa terlihat sibuk membicarakan gambar tersebut dengan teman sebangku mereka. Kemudian R dan siswa mendiskusikan jalan cerita berdasarkan picture series. Hampir semua siswa bisa menjelaskan urutan cerita secara runtut. R dan siswa bersama-sama mendiskusikan kosakata yang digunakan dalam gambar. R meminta siswa menerjemahkan kosakata kedalam bahasa inggris dengan menggunakan kamus. R juga meminta siswa untuk mengubah beberapa kata kerja menjadi bentuk past tense. Beberapa siswa perlu bimbingan R dalam mengerjakan. Setelah itu R memberikan contoh membuat kalimat dengan menggunakan past tense berdasarkan gambar. Para siswa memperhatikan penjelasan dari R dengan seksama.

R kemudian meminta siswa untuk menulis cerita berdasarkan picture series. R memberikan waktu 30 menit bagi siswa untuk menuliskan cerita. R

berkeliling kelas untuk mengamati dan membantu siswa dalam menulis. Banyak siswa yang masih menanyakan terjemahan dari suatu kata kepada R. R menghimbau mereka untuk tidak malas menggunakan kamus. Terlihat hampir sebagian besar siswa bisa mengembangkan cerita dengan menggunakan kalimat yang lebih panjang dan banyak. R juga meminta seorang siswa untuk menuliskan pekerjaannya di papan tulis. R memberikan feedback dan meminta semua siswa memperhatikan dan juga memberi koreksi. “Ok everyone look at the whiteboard and read your friend’s work. Do you find any mistakes?” “Ada Miss, itu nulis trew kurang h.” “Yes very good, then what about this, there were monkey. Is it right or wrong?” “Oh iya salah ya Miss, monkey banyak pake s.” “Iya, coba nanti kamu betulkan dulu sebelum dikumpul yang lain juga ya dilihat lagi tulisan masing-masing.” Terlihat kesalahan terbanyak terletak di bagian grammar. R memberi kesempatan kepada siswa untuk merevisi kesalahan mereka dan terlihat hampir semua siswa antusias untuk membetulkan pekerjaannya dan sering bertanya “Iki bener ora Miss, diteliti Miss.”

Karena waktu hampir habis, R meminta siswa mengumpulkan pekerjaannya. Hampir semua siswa dapat menyelesaikan tulisan mereka. Lalu R menyimpulkan pembelajaran dan tidak lama kemudian bel berbunyi. R menutup pelajaran dan meninggalkan kelas pada pukul 08.30.

R dan GBI lalu menuju perpustakaan untuk wawancara tentang action yang baru saja R terapkan. GBI menyampaikan refleksi dari pembelajaran dan keseluruhan action di cycle 1. R dan GBI juga mendiskusikan rencana pembelajaran untuk pertemuan berikutnya. GBI menyampaikan bahwa siswa masih kesulitan dalam hal grammar dan vocabulary. GBI memberi saran kepada R bahwa di pertemuan selanjutnya lebih memperdalam grammar siswa. Setelah melakukan refleksi pembelajaran dan action di cycle 1, GBI kembali ke kantor guru untuk melanjutkan pekerjaannya. Sementara itu R menunggu bel istirahat tiba untuk mewawancarai beberapa siswa.

Pada pukul 10.15 bel istirahatpun berbunyi. R menuju ruang kelas X2 dan mewawancarai 3 orang siswa terkait pembelajaran. Setelah selesai R mengucapkan terima kasih dan menuju ruang guru untuk berpamitan. Pada pukul 10.30 R meninggalkan sekolah.

No : FN08
 Hari/tanggal : Kamis/20 Februari 2014
 Tempat : Ruang Kelas X2
 Kegiatan : Pertemuan 1 cycle 2
 Partisipan : R : Researcher
 GBI : Guru Bahasa Inggris

Dikarenakan dampak bencana abu vulkanik, maka sekolah diliburkan dan pertemuan pertama di cycle ke 2 yang dijadwalkan pada hari Sabtu tanggal 15 Februari 2014 di undur menjadi hari Kamis tanggal 20 Februari 2014.

R tiba di sekolah pada pukul 06.55. R kemudian mencari GBI di kantor. R menunggu sejenak dikarenakan GBI belum hadir. Kemudian tak lama kemudian R

menemui GBI dan menyampaikan RPP dan juga observation checklist. R juga memohon bantuan GBI untuk mengoreksi pekerjaan siswa pada cycle 1. Kemudian, GBI memberi informasi kepada R bahwa pada hari itu jam pelajaran dikurangi menjadi 35 menit untuk setiap jam pelajaran dikarenakan adanya Try Out untuk siswa kelas 12.

Setelah bel berbunyi, R dan GBI menuju kelas X2. Siswa-siswa yang masih berada di depan pintu segera masuk dan duduk. Setelah siswa siap untuk memulai pelajaran, R membuka pembelajaran dengan memimpin doa. Setelah itu R mengucapkan greeting dan mengecek kehadiran siswa. Semua siswa hadir. Dia juga menginformasikan hasil pekerjaan siswa pada pertemuan terakhir. Kemudian kegiatan dilanjutkan dengan penjelasan pembelajaran yang akan dilakukan siswa. R meminta 2 orang siswa untuk mengambil kamus dari perpustakaan dan membagikannya.

Dalam tahap building knowledge of field, R mengaktifkan pengetahuan siswa dengan memberikan beberapa pertanyaan terkait dengan naratif teks bejenis fairy tale. Sebagian besar siswa dapat menjawab pertanyaan yang R berikan. "What do you know about fairy tale?" Seorang siswa menjawab, "Fairy tale itu yang cerita dongeng." Lalu R bertanya lagi, "Can you give some examples of the title of fairy tale?" Sebagian besar siswa bisa memberikan penjelasan apa yang dimaksud dengan fairy tale dan mereka dapat menyebutkan contoh-contoh judul fairy tale yang telah mereka ketahui. Beberapa siswa menyebutkan judul seperti Cinderella, Snow White, Pinocchio, dan lain-lain. Seorang siswa menjawab "Putri Tidur Miss, bahasa Inggrisnya gak tau."

Setelah itu, R menunjukkan worksheet yang berisi satu set picture series berjudul Rapunzel. Di dalam worksheet tersebut, terdapat beberapa gambar yang sudah ada potongan ceritanya namun beberapa hanya gambar saja. R bersama-sama dengan siswa membaca potongan cerita dan memperhatikan gambar. "Miss ini gambare udah urut?" "Iya sudah urut hanya ceritanya belum lengkap." Lalu R dan siswa mendiskusikan jalan cerita dari Rapunzel. Lalu R melanjutkan penjelasan mengenai penggunaan kalimat simple past tense. R memberi contoh cara membuat kalimat simple past tense. R mengingatkan siswa agar selalu membawa kamus jika belum hafal perubahan bentuk dari V1 ke V2. R lalu meminta siswa untuk mencari makna beberapa kosakata yang digunakan dalam cerita Rapunzel. Mereka mulai menggunakan kamus dan berdiskusi dengan teman. Beberapa siswa terlihat belum terbiasa menggunakan kamus, maka R membimbing siswa dalam menggunakan kamus yang benar. "Miss, kok bahasa Inggris mengembara kok gak ada di kamus ya?" "Nah kalau mencari di kamus kamu carinya pake kata yang belum diberi imbuhan atau kalau mengembara itu kamu cari yang mirip dengan itu, bisa pake kata berjalan, coba di cari dulu."

Setelah membahas kosakata sulit, R meminta siswa untuk membuat satu kalimat dari masing-masing gambar. Tujuannya adalah untuk membuat mereka paham dengan konsep simple past tense. Siswa mulai mengerjakan tugas tersebut. Siswa mulai terbiasa membuka kamus. R selalu berkeliling dan membimbing siswa dalam membuat kalimat.

Karena waktu hampir habis, R meminta siswa untuk mengembangkan kalimat-kalimat mereka menjadi paragraf di rumah. R menutup pembelajaran.

Kemudian R bersama GBI menuju perpustakaan. R dan GBI membuat refleksi dari action yang baru saja R laksanakan. GBI menyampaikan bahwa karena jam pembelajarannya terpotong jadi indikator pembelajaran yang ada belum semuanya tercapai. GBI memberi saran bahwa untuk pertemuan selanjutnya dilanjutkan saja dengan materi yang sama karena kemungkinan banyak siswa yang belum menyelesaikan pekerjaan rumah tersebut dan juga Sabtu yang akan datang masih ada Try Out sehingga jam pelajaran juga dikurangi.

Secara keseluruhan GBI menilai bahwa sudah tampak kemajuan dari siswa yaitu siswa mulai rajin dalam mengerjakan tugas yang diberikan. Karena biasanya mereka sangat malas dalam mengerjakan tugas apalagi menulis sebuah teks yang utuh.

Meskipun begitu, GBI juga berpesan bahwa dalam mengajar siswa SMA N 1 Srandakan memang harus dibutuhkan kesabaran, karena kebanyakan kemampuan dasar Bahasa Inggris mereka masih rendah. Setelah dirasa cukup R berpamitan kepada GBI dan menunggu bel istirahat berbunyi untuk melakukan wawancara dengan beberapa siswa. Setelah bel istirahat berbunyi, R menuju ruang kelas X2 dan mewawancarai 3 orang siswa. Pukul 09.45 R berpamitan.

No : FN09
Hari/tanggal : Sabtu/22 Februari 2014
Tempat : Ruang kelas X2
Kegiatan : Pertemuan 2 Cycle 2
Partisipan : R : Researcher
 GBI : Guru Bahasa Inggris
 C : Collaborator 2

Pukul 06.55 R dan C tiba disekolah. R menemui GBI di ruang guru dan menyerahkan RPP serta observation checklist. Pada pukul 07.00 bel berbunyi, R, C, dan GBI bersama-sama menuju kelas X2.

Terlihat beberapa siswa masih menyelesaikan piket membersihkan kelas. R menunggu siswa selesai. Setelah 5 menit semua siswa siap melakukan pembelajaran, R mulai membuka pelajaran. R meminta seorang siswa memimpin doa kemudian R menyapa siswa.

S11 berkata, “Wah Miss, PR yang kemarin aku belum lho.” R bertanya apakah mereka menemukan kesulitan selama mengerjakan cerita Rapunzel. Beberapa siswa menjawab sulit dalam mengggingriskan kalimat. Kemudian R menyampaikan bahwa hari ini mereka melanjutkan mengerjakan menulis cerita berjudul Rapunzel. S20 bertanya, “Miss, boleh ambil kamus di perpustakaan ya?” Kemudian R mengijinkan S20 dan S21 untuk ke perpustakaan dan meminjam beberapa kamus Indonesia-Inggris.

Selanjutnya R meminta siswa mengeluarkan PR mereka. R berkeliling dan melihat sejauh mana dan memberikan koreksi dan feedback terhadap tulisan siswa. Karena beberapa siswa masih bingung dengan penggunaan simple past tense, maka R mengulang kembali penjelasan penggunaan simple past tense dan memberikan contoh dengan menulis beberapa kalimat. R juga melibatkan siswa

dalam membuat contoh kalimat. “Coba sekarang kita bikin kalimat, misalnya mau bilang apa?” “Pangeran memanjat rambut Rapunzel Miss.” “Okay, gimana inggrisnya coba?” Beberapa siswa berpendapat dan R menuliskannya. “So, bahasa Inggrisnya pangeran apa? The prince, very good Utami, memanjat climb, ingat bentuk duanya apa?” “Climbed.” “Nah tinggal kita rangkai The prince climbed Rapunzel’s hair. Perhatikan ya, mengerti?” “Miss itu ada apostrof artinya apa?” “Ini kegunaannya untuk menunjukan kepunyaan, misalnya kalau mau bilang rambutnya Rapunzel ya jadi Rapunzel’s hair kalau tasnya Indah jadi apa?” “Indah’s bag.” Mereka menjawab dengan serentak. “Yes right.”

Para siswa terlihat sudah paham akan contoh yang diberikan. Setelah itu R meminta siswa untuk melanjutkan menulis cerita naratif mereka. Para siswa mulai mengerjakan sambil berdiskusi dengan temannya. Walaupun ini adalah tugas menulis individu, R tetap mengizinkan adanya diskusi untuk membantu satu sama lain. Sese kali siswa masih bertanya dalam menginggriskan beberapa kata seperti “Miss, bahasa inggrisnya air mata apa?” sebelum R menjawab teman yang lain sudah memberikan terjemahan bahasa Inggris dari kata yang ditanyakan. “Tear Gung.” “Woiya nuwun ya.” Sese kali R menuliskan kosakata yang ditanyakan namun R juga mendorong siswa untuk mencari di kamus agar terbiasa menggunakan kamus.

10 menit sebelum pelajaran berakhir, R meminta salah seorang siswa untuk menuliskan ceritanya di depan kelas. Karena tidak ada yang maju, maka R memutuskan untuk menunjuk S6 untuk menuliskan ceritanya di depan. Setelah itu R mengajak siswa untuk membaca tulisan tersebut. R memberi beberapa koreksi dalam penggunaan bentuk past tense. Secara keseluruhan siswa sudah bisa mengembangkan ide cerita berdasarkan gambar.

Setelah itu R meminta siswa mengumpulkan pekerjaan mereka. Selanjutnya R menutup pelajaran karena jam sudah menunjuk pukul 08.10.

R, C, dan GBI menuju ruang BK untuk melakukan refleksi dari action yang telah R terapkan. GBI menyampaikan bahwa sejauh ini kemampuan siswa sudah sedikit meningkat terlebih dalam menuliskan ide cerita. Hal ini terlihat bahwa beberapa siswa mulai bisa mengembangkan beberapa kalimat dari tiap gambar yang disediakan. GBI juga menyampaikan bahwa siswa mulai fokus dalam mengerjakan tugas. Selanjutnya R mendiskusikan materi yang akan disampaikan untuk pertemuan keenam pada cycle 2. GBI menyetujui materi yang telah R susun.

Setelah melakukan refleksi, R meminta ijin untuk mewawancarai beberapa siswa. Selesai wawancara, R berpamitan pada pukul 10.00.

No : FN10
 Hari/tanggal : Kamis/27 Februari 2014
 Tempat : Kelas X2
 Kegiatan : Pertemuan 3 cycle 2
 Partisipan : R : Researcher
 GBI : Guru Bahasa Inggris (Collaborator 1)
 C : Collaborator 2

R dan C tiba disekolah. Lalu R menemui GBI di ruang guru dan menyerahkan RPP serta observation checklist. Pada pukul 07.00, R, C, dan GBI menuju kelas X2. Beberapa siswa yang masih duduk-duduk di depan kelas segera masuk. GBI dan C menuju barisan paling belakang dan mengamati proses pembelajaran.

Setelah semua siswa siap melakukan pembelajaran, R membuka pelajaran dengan greeting dan berdoa. R mengecek kehadiran siswa dan semua siswa hadir. R menginformasikan tujuan pembelajaran dan aktivitas pembelajaran pada hari ini. 2 orang siswa menawarkan diri untuk mengambilkan kamus di perpustakaan. Sebelum melanjutkan, R mengembalikan pekerjaan siswa yang sudah diberi feedback oleh R. R memberi kesempatan kepada siswa untuk mengamati hasil pekerjaan mereka dan mempersilakan apabila ada yang bertanya.

Selanjutnya R melakukan tanya jawab dengan siswa terkait topik. "Have you ever read a story about the elves?" S3 bertanya, "Elves itu apa Miss?" R menjelaskan arti dari kata tersebut. Kemudian R menunjukkan satu set picture series cerita yang berjudul The Elves and the Shoemaker. Hampir semua siswa belum pernah mendengar/membaca cerita tersebut. Lalu R meminta siswa untuk mengartikan judul tersebut. Siswa bisa menyimpulkan bahwa mereka harus menuliskan cerita tentang kurcaci dan pembuat sepatu.

R mereview kembali penggunaan kalimat past tense dalam menulis teks naratif. S13 berkata, "Miss nanti diberi contoh kalimatnya ya yang sesuai gambar pertama." Kemudian R dan siswa mendiskusikan keseluruhan cerita dari tiap gambar. "Oke look at the pictures, the title is The Elves and the Shoemaker. Coba kalian critakan picture number one ini, coba Merry ini tokohnya ngapain?" "Tukang sepatu sedih Miss." Siswa terlihat fokus dalam mengamati gambar dan menceritakan alur dari cerita. Mereka tidak mengalami kesulitan dalam menafsirkan gambar yang ada. Ada siswa yang ngobrol sendiri, R menegur, "Ini pada ngobrolin apa ya, pay attention please." R melanjutkan mendiskusikan semua gambar dengan siswa. Lalu R meminta siswa mencari arti kata sulit dari kata kunci yang telah R sediakan di kertas. R juga meminta siswa untuk mengubah beberapa bentuk V1 menjadi V2. "Sew, artinya apa? Menjahit. Tapi ini masih bentuk pertama, bentuk keduanya apa?" Ada yang menjawab "Saw" Kemudian yang lain membenarkan, "Wee itu melihat, sewed." R membenarkan, "Yes, sewed." Semua siswa memperhatikan R dan mau terlibat dalam diskusi. Siswa juga membuka kamus dan mengerjakan.

Selanjutnya R membahas arti kosakata tersebut dan memberi contoh membuat kalimat. Setelah dirasa semua siswa paham dan tidak ada pertanyaan lalu R meminta siswa mulai menulis cerita berdasarkan gambar dengan bantuan dari kata kunci yang telah dibahas tersebut. R berkeliling dan membantu siswa yang mengalami kesulitan. R juga memberi koreksi terhadap tulisan siswa terutama spelling, "Indah ini maksudnya kamu mau nulis kata apa? Hati-hati dengan pengejaannya nanti artinya beda." Siswa lalu merevisi tulisannya dan melanjutkan menulis cerita. Beberapa siswa menanyakan bahasa Inggris dari beberapa kata yang sulit mereka cari di kamus, seperti "Miss, kalau mengintip apa bahasa Inggrisnya?" Selama menulis ada seorang siswa laki-laki yang duduk paling belakang yang berbuat gaduh. R menghampirinya dan membimbingnya

untuk menulis. Setelah R membantu mereka merekonstruksi awal cerita mereka pada akhirnya dia mau mengerjakan.

Secara keseluruhan, siswa tidak mengalami kesulitan yang berarti dalam menuangkan ide mereka dalam menulis cerita *The Elves and the Shoemaker*. Namun siswa masih membuat kesalahan dalam penggunaan grammar dan vocabulary. R selalu membimbing dan memberi koreksi sehingga siswa bisa langsung tahu kesalahannya dan merevisi tulisan mereka.

Pada pukul 08.25 R meminta siswa mengumpulkan pekerjaan mereka. R dan siswa bersama-sama menyimpulkan pembelajaran. Selanjutnya R memberi informasi bahwa Sabtu yang akan datang para siswa akan mengikuti post test dan R meminta siswa untuk mempersiapkan diri. R lalu menutup pelajaran. R meninggalkan kelas.

R, C, dan GBI menuju perpustakaan dan melakukan refleksi terhadap pembelajaran yang R terapkan. GBI berpendapat bahwa sejauh ini kemajuan anak-anak sudah terlihat. Dari yang dulunya mereka malas dalam menghasilkan sebuah paragraf kini mereka mampu menulis sebuah teks yang utuh.

Selanjutnya R memohon ijin untuk mewawancarai beberapa siswa pada jam istirahat. R mewawancarai beberapa orang siswa. Setelah cukup, R berpamitan dan pulang pada pukul 10.15.

No : FN11
Hari/tanggal : Sabtu/1 Maret 2014
Tempat : Kelas X2
Kegiatan : Post test
Partisipan : R : Researcher
 GBI : Guru Bahasa Inggris

R tiba disekolah. Setelah bel berbunyi R masuk ke kelas X2. Siswa juga segera masuk ke kelas dan duduk di kursi masing-masing.

Setelah semua siswa siap melakukan pembelajaran, R membuka pelajaran dengan greeting dan berdoa. R mengecek kehadiran siswa. Terdapat 2 orang siswa yang tidak hadir, S1 ijin sementara S9 sakit. R mengingatkan kembali bahwa hari ini mereka akan mengerjakan post test. Untuk dua orang siswa yang absen R memutuskan untuk meminta mereka mengerjakan post test susulan.

R menjelaskan apa yang harus siswa kerjakan dan peraturannya. R bertanya, "Do you bring your dictionary class?" "Bawa Miss," jawab beberapa siswa. Namun beberapa siswa tidak membawa kamus, dan meminta izin untuk meminjam di perpustakaan, "Miss boleh pinjam di perpustakaan ya Miss." R menegaskan kembali perintah di post test, para siswa harus menulis teks naratif bebas tapi tidak boleh copy paste baik pekerjaan sendiri yang pernah dikerjakan atau mencontek tema. Penggunaan kamus masih diperbolehkan agar siswa benar-benar mengecek penggunaan spelling dalam menulis kata dan menggunakan vocabulary yang tepat.

R mulai membagikan kertas dan pulpen dan kemudian memberitahukan bahwa tes bisa dimulai sekarang. R memberi waktu 45 menit kepada siswa untuk

menulis. Semua siswa mulai menulis sesuai yang diperintahkan oleh R. Dengan tenang siswa mengerjakan post test. Ada yang sempat membuat gaduh karena harus saling meminjam kamus karena terbatasnya kamus yang ada.

Ketika waktu kurang 10 menit lagi, R mengingatkan siswa. Beberapa siswa terlihat sudah selesai dan bertanya, “Sudah selesai Miss, ini di tumpuk?” R menjawab, “Yes, sini di taruh di meja. Bagi yang sudah selesai bisa langsung dikumpul.”

Setelah 45 menit R meminta semua siswa mengumpulkan pekerjaan mereka. R kemudian menyampaikan terima kasih serta meminta maaf kepada kelas X2 apabila selama mengajar R melakukan kesalahan. “Well everyone, unfortunately this is our last meeting here, I’d like to say thank you for your cooperation and for being nice students. I’m sorry if I have a lot of mistakes, well good bye everyone.” Mereka menjawab, “Good bye Miss.”

Setelah berpamitan, R kemudian meninggalkan kelas.

APPENDIX B

INTERVIEW GUIDELINES AND TRANSCRIPTS

INTERVIEW GUIDELINE

BEFORE THE ACTION

A. Interview with the Teacher

1. Bagaimana pendapat Bapak mengenai kemampuan siswa kelas 10 jika dilihat dari empat kemampuan berbahasa?
2. Bagaimana pendapat Bapak mengenai kemampuan menulis siswa kelas 10?
3. Apakah proses belajar mengajar menulis di kelas sudah memenuhi harapan? Jika belum, mengapa?
4. Metode/ teknik/ strategi apa yang Bapak terapkan untuk membantu siswa dalam menulis?
5. Media apa sajakah yang Bapak gunakan untuk mengajar menulis?
6. Darimana sajakah sumber belajar yang Bapak gunakan untuk mengajar menulis?
7. Apakah kemampuan siswa dalam menulis sudah memenuhi harapan? Jika belum, mengapa?
8. Apa sajakah kesulitan siswa dalam menulis?

B. Interview with the students

1. Apakah kalian memiliki kesulitan dalam menulis dengan menggunakan bahasa Inggris?
2. Apakah kalian mengalami kesulitan dalam menulis teks narrative?
3. Apa sajakah kesulitan yang kalian alami dalam menulis dengan menggunakan bahasa Inggris?
4. Apakah kalian mengalami kesulitan dalam penggunaan tenses?
5. Apakah kalian mengalami kesulitan dalam mencari ide untuk menulis?
6. Apakah media yang Bapak Guru gunakan dalam belajar banyak membantu kalian dalam menulis?

INTERVIEW GUIDELINE

AFTER THE IMPLEMENTATION

A. Interview with the teacher

1. Bagaimana pendapat Bapak tentang penerapan action saya?
2. Apakah picture series/gambar berseri sudah membantu dalam proses pembelajaran khususnya untuk membantu siswa dalam menulis?

B. Interview with the students

1. Apakah Adik paham dengan penjelasan mengenai teks narrative tadi?
2. Apakah Adik suka dengan pembelajaran menulis dengan menggunakan picture series?
3. Apakah Adik tadi mengalami kesulitan dalam menulis?
4. Apakah Adik merasa terbantu dengan penggunaan picture series dalam pembelajaran menulis?
5. Jika merasa terbantu dalam hal apa dan mengapa?

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPT 1

Day/Date : Thursday/30 January 2014

Place : Library

Interviewer : (R) Researcher

Interviewee : (GBI) Guru Bahasa Inggris

R : Ya Pak ada beberapa pertanyaan yang telah saya siapkan. Yang pertama, bagaimana menurut Bapak kemampuan Bahasa Inggris jika dilihat dari keempat skill, khususnya kelas 10?

GBI : Untuk kemampuan bahasa Inggris dilihat dari keempat kemampuan itu yang paling menonjol itu memang anak-anak reading. Kan reading itu passive English to Mbak. Sehingga kalau baca text yang simple sebagian besar mereka paham tapi nanti ketika kalo harus sentence per sentence mungkin mereka banyak kosakata yang gak paham. Tapi intinya ketika saya minta untuk baca, paham gak, ya sebagian besar paham. Dan kemudian kalo speaking, speaking kan berkaitan dengan expression itu ya. Biasanya saya praktek terus silahkan Anda dialog di depan itu tapi masih baca. Kalo diurutkan ya mungkin reading lalu speaking tapi masih baca. Kalau listening, listening kan juga sulit ya. Tapi kalo listening itu nanti kalau saya biasanya saya bacakan sendiri kemudian ada pertanyaan ya dari bacaan itu, dia paham nggak ya masih sulit. Kemudian kalo pake audio, itu apalagi, karena kan kadang pake native speaker, kadang cepet. Sama writing itu. Mungkin kalau di perseni listening sama writing agak sama ya.

R : Writing susah sekali ya Pak buat anak sini?

GBI : Ya soalnya anak-anak masih minimum requirement, kesalahan minimum requirement itu masih banyak, harus S, harus V, verb kedua dsb. Itu ketoke yang masih sulit. Kalo reading, speaking ketoke lumayan walaupun tidak semuanya ya hanya tertentu yang bisa. Kalo dari keempat skill ya itu.

R : Terus, kesulitan terbesar siswa dalam menulis itu apa Pak?

GBI : Banyak Mbak. Kosakata. Jelas. Kosakata itu masih seringkali ditanyakan, Pak ini artinya apa, mau nulis ini bagaimana. Itu nanti sama juga susunan kalimat, penggunaan S, to be, verb, tenses nya. Nah masalah itu Mbak. Pokoknya berkutat pada itu. Mulai dari yang simple-simple saja Mbak.

R : Berarti writing yang paling berat ya Pak? Activity ketika writing seperti apa Pak?

GBI : Iya, writing saya anggap itu memang masih sulit. Makanya kan kalau writing ya empat orang kemudian itupun masih harus ada contohnya. Kalau tidak ya mungkin ada apa namanya, klunya, itu harus ada. Kalau suruh ngarang langsung itu masih sulit.

R : Masih susah menuangkan idenya juga ya Pak?

GBI : Hoooh. Tur harus ada contoh. Atau kadang anu Mbak, kalau writing

kadang kosakatanya dibawah kemudian disuruh mengisikan. Kalau tidak ya yang jumbled paragraph itu, nanti disuruh mengurutkan. Anak-anak sudah lumayan kalo itu. Kalo ngarang ya harus pake contoh dan nanti biasanya hasilnya anak-anak mirip contohnya seperti itu.

R : Mirip dengan contoh ya Pak. Terus, ee, sequencing activity nya udah seperti itu ya Pak, dari yang mudah ke yang susah, fill in the blank kayak gitu baru yang nanti menulis gitu ya Pak?

GBI : Iya, nggih. Intinya seperti itu.

R : Kalo pemunculan ide bagaimana Pak?

GBI : Tergantung anak. Kalo anak sing kreatif langsung bisa nulis bisa panjang. Tapi biasanya anak yang anu dikasih contoh ya terpaku pada contoh itu. Nanti kalo pake gambar kan bisa idenya sendiri to mengembangkan dari apa yang dilihat. Developing topic kan berarti. Anak diminta itu aja Mbak, berimajinasi dalam Bahasa Indonesia dulu, kalau langsung Inggris nanti terkungkung.

R : Iya Pak. Jadi masalahnya terfokus ke kosakata, grammar, sama ide ya. Terus yang kemarin waktu PPL itu saya lihat beberapa banyak yang copy paste dari internet gitu Pak.

GBI : Nah anak perlu dikasih pengertian Mbak ini tugas untuk latihan jadi jangan copy paste. Benar atau salah gak penting. Yang penting kita berani mencoba. Menyemangati anak seperti itu saja Mbak. Tapi kadang ya kalau untuk meningkatkan motivasi anak ya kadang pun sulit. Sudah diuyak-yak we kadang males Mbak.

R : Kalo penggunaan media bagaimana Pak? Untuk pelajaran menulis biasanya?

GBI : Media ya, worksheet seperti tadi. Kadang itu saya pakai gambar itu hanya dari buku-buku ini Mbak. Kalo pake gambar kadang hanya bikin satu dua kalimat. Kalau untuk media yang besar belum saya gunakan. Kadang pake LCD Mbak kalo pas bisa. Tapi itu biasanya saya gunakan untuk contoh dialog terus nanti ada keterangan tentang grammarnya. Ya itu. Kadang juga bisa masuk ke writing di grammarnya.

R : Sumber belajar yang selama ini Bapak gunakan dari mana saja Pak?

GBI : Saya kan yang jelas buku. Tidak satu buku. Look a Head iya, kemudian yang Yudhistira itu apa ya, buku dari PEMDA, terus kalo yang di laptop itu ya BSE. Walaupun saya hanya ambil sebagian. Kalo beberapa waktu dulu saya pake LKS. Itu dulu, kalo sekarang udah gak saya pake, karena saya anggap LKS itu malah piye yo, anak jemu. Mereka kadang gak semangat. Gak menarik to Mbak.

R : Kalau penggunaan picture series belum pernah diterapkan untuk mengajar writing ya Pak?

GBI : Kebetulan belum pernah Mbak, itu anu to anak menulis berdasarkan gambar begitu to.

R : Betul Pak, terus, apakah tadi pengajaran writing sudah memenuhi harapan menurut Bapak?

GBI : Intinya kan, writing memang outputnya bisa menulis text gitu. Jadi kalo

anak-anak sini saya lihat ya minimal mereka yang pertama memahami teks dulu kemudian nanti grammarnya dia paham walaupun nanti ketika writing itu tetep masih belum banyak yang betul secara 100% ya. Ya nanti menurut saya ya, tahapannya harus bertahap Mbak. Jadi ketika satu dua kali pertemuan belum bisa, setelah nanti berapa kali dia nanti paham, o seperti ini. Jadi emang kalo untuk harapan atau target memang belum bisa. Karena anak pengenalannya harus lebih dalam, harus diterapkan. Nanti Mbak Erika lak menemukan problemnya. Kalo anak sini dengan cara seperti itu sudah lumayan mereka, intinya mau untuk mencoba. Jadi saya tidak menargetkan harus bisa, yang terpenting proses itu yang saya harapkan. Mereka belajar dari proses. Jadi, toh nanti hasilnya seperti apa intinya mereka berani mencoba saja harapannya. Kalo untuk saat ini seperti itu.

- R : Kalau begitu penelitian saya bisa terfokus ke meningkatkan writing ya Pak, khususnya aspek-aspek writing seperti vocab, content, grammar, organization, mechanic dan juga penggunaan media gambar.
- GBI : Ya ya.
- R : Baik Pak. Sepertinya pertanyaan saya sudah habis. Terimakasih banyak Pak atas waktunya. Semoga dapat membantu banyak dalam penelitian saya ini. Saya mohon ijin untuk mewawancarai siswa Pak.

INTERVIEW TRANSCRIPT 2

Day/Date : Thursday/30 January 2014

Place : Library

Interviewer : (R) Researcher

Interviewee : (S4) Ayu Kartika Sari
(S13) Krisna Agung Rikhardi

- R : Hai kalian, bisa minta waktu sebentar ya buat wawancara, boleh?
- S4, 13 : Boleh Miss boleh.
- R : Nah, langsung saja. Kalian suka nggak sama pelajaran Bahasa Inggris?
- Ayu dulu.
- S4 : Kok inget namaku e Miss, haha jadi malu. Kalo aku suka aja Miss tapi gak banget-banget.
- R : Iya dong. Kalau Agung?
- S13 : Iya suka sih Miss sebenarnya. Tapi susah e, jadi ya gitu. Suka tapi nggak bisa. Nah gitu lah.
- R : Oke, terus gimana tadi menurut kalian belajar narrative nya? Menyenangkan kah, bosan kah, atau gimana?
- S4 : Ya senang-senang aja sih Miss.
- R : Tadi kalian ada kesulitan tidak dalam mengerjakan?
- S4 : Enggak begitu sih Miss, cuma ya ngantuk aja jadi males ngerjain.
- R : Lha kok malah ngantuk, terus kalo grammarnya tadi kesusahan gak yang pas ngubah verb?
- S13 : Kalo aku susah tadi Miss pas yang itu.
- R : Oke, jadi menurut kalian writing itu susah gak? Dan kalau itu susah kira kira hal apa yang membuatnya susah?

S4 : Ya lumayan Miss, paling susah nya apa ya, kata-katanya gitu, nginggrisinnnya susah.

S13 : Susah e kalo gak tau mau nulis apa Miss hahaha.

R : Jadi begitu, terus cara ngajarnya pak guru gimana menurut kalian? Maksudnya bisa bikin kalian semangat belajarnya gak?

S13 : Kalo menurutku ya Miss, enak sih tapi bapak santai banget.

S4 : Gak enak, marai ngantuk Miss. Kadang malah tak tinggal turu.

R : Wah wah kalian, nah satu lagi, pernah tidak kalian belajar menulis dengan menggunakan gambar-gambar gitu pas sama pak Guru?

S4 : Belum pernah.

S13 : Iya belum.

R : Oke, kayaknya itu dulu yang Miss tanyain. Makasih banyak ya Ayu, Agung.

INTERVIEW TRANSCRIPT 2

Day/Date : Thursday/6 Februari 2014

Place : Counseling Room

Interviewer : (R) Researcher

Interviewee : (GBI) Guru Bahasa Inggris

R : Pak bagaimana pembelajaran saya tadi?

GBI : Ya tadi kalau penggunaan media gambarnya sudah bagus. Bisa membuat anak itu paham cerita. Tapi gini mbak, tadi teks nya menurut saya itu terlalu panjang. Untuk ukuran anak sini itu terlalu sulit walaupun teks nya itu sebenarnya mereka pernah dengar ceritanya sebelumnya, tentang legenda Danau Toba dan satunya tadi tentang Malin Kundang. Tapi kalo dalam bahasa Inggris mereka masih susah.

R : Jadi teks inputnya terlalu susah ya Pak?

GBI : Iya mbak, kalo bisa besok teks nya yang pendek pendek saja. Seperti fable itu cukup pendek-pendek. Soalnya anak-anak sini itu udah males duluan trus merasa sulit kalau sudah lihat teks yang panjang.

R : Iya pak sepertinya tadi mereka juga agak malas membacanya. Jadi saran dari bapak teks nya cari yang pendek saja ya Pak.

GBI : Iya sama itu mbak, kalau kosakata anak sini memang sulit. Kata yang kemarin baru dipelajari dan sering muncul saja sering tidak tahu.

R : Baik Pak. Lalu dengan activity tadi bagaimana pak? Apakah sudah sesuai untuk membantu siswa untuk mempersiapkan mereka menulis?

GBI : Iya, tadi sudah bagus, suruh itu to tadi mengartikan kata. Itu siswa agak sulit juga mbak kalo menjodohkan definisi kata dalam bahasa inggris. Itu bisa dipermudah lagi besok. Lalu yang mengurutkan paragraf tadi juga bisa. Jadi anak bisa itu to ben mereka tau urutan yang benar yang mana. Itu bisa.

R : Baik Pak. Jadi untuk pertemuan selanjutnya saya berikan fable saja ya pak dengan teks yang lebih pendek, lalu mereka diberi latihan untuk menulis ending cerita. Kalau begitu bagaimana pak?

GBI : Iya bisa mbak, nanti yang nulis ending itu sebelumnya diberi penjelasan

dulu tentang macam-macam ending cerita, ada yang sad atau happy ending.

R : Baik pak, terima kasih banyak.

INTERVIEW TRANSCRIPT 4

Day/Date : Thursday/6 February 2014

Place : Classroom

Interviewer : (R) Researcher

Interviewee : (S4) Ayu Kartika Sari

R : Ayu, bisa minta waktu sebentar ya, Miss mau nanya.

S4 : Iya boleh Miss.

R : Gimana Yu, pelajaran hari ini? Kamu ada kesulitan nggak?

S4 : Ya lumayan Miss.

R : Lumayan gimana, susah atau mudah?

S4 : Ya ada yang mudah ada yang susah.

R : Yang susah yang bagian mana Yu?

S4 : Yang nyari arti kata tadi Miss yang menjodohkan. Soale ngga bawa kamus.

R : Bagian vocab ya. Miss kan sudah pesan tiap pelajarannya Miss kamu harus bawa kamus. Kalau bagian yang mengubah verb tadi susah nggak?

S4 : Lupa Miss. Enggak, tadi bisa.

R : Oke, kalau begitu, makasih ya.

INTERVIEW TRANSCRIPT 5

Day/Date : Thursday/6 February 2014

Place : Classroom

Interviewer : (R) Researcher

Interviewee : (S6) Erni Sari
(S13) Lutfiana Diah

R : Misi, boleh nanya-nanya bentar ya. Ini dengan siapa?

S6 : Erni Bu.

R : Oke, Erni, tadi gimana pas membaca cerita trus ada gambarnya kamu susah gak memahaminya?

S6 : Ya kebantu Bu jadi dhong.

R : Ada bagian yang susah gak? Yang masih susah dibagian mananya? Kalo yang generic structure sudah bisa?

S6 : Udah. Sek nganu kae mau lho Bu, sik kata-kata kon goleki artine.

R : Oh yang vocab tadi. Ya terus apa lagi?

S6 : Uwis cuma itu, hooh ra Lut?

S13 : Hooh.

R : Oke, berarti kesulitan Lutfi sama Erni di vocab ya. Ya itu aja makasih.

S13&S6: Ya.

INTERVIEW TRANSCRIPT 6

Day/Date : Saturday/8 Februari 2014

Place : Library

Interviewer : (R) Researcher

Interviewee : (GBI) Guru Bahasa Inggris

R : Pembelajaran saya tadi bagaimana ya Pak? Sepertinya ada sedikit kendala dimasalah waktu ya Pak?

GBI : Ya kalau dikelas kadang masalah waktu itu kadang tidak terasa. Kalau dari teks nya sebenarnya udah dibuat pendek. Tapi kalau anak sini belum paham anu ya, mungkin dari beberapa anak yang bisa paham itu hanya beberapa persen. Kadang dengan melihat gambar saja lalu memadankan dan mengurutkan teksnya anak sini masih mikir. Sebenarnya sudah bagus materinya, hanya saja mungkin bisa disederhanakan lagi. Soalnya gini mbak, kalau mau dibikin satu pertemuan, anak itu dalam memahami bacaan saja itu sudah memakan waktu, terutama anak sini. R : Kalau dari segi vocabularynya tadi bagaimana pak?

GBI : Tadi vocabularynya mungkin seharusnya untuk level SMA sudah pas. Tapi kalau untuk anak sini mungkin mereka juga masih merasa susah. Kadang sudah dijelaskan saja masih ditanyakan lagi.

R : Iya pak kosakatanya seperti scared yang kemarin sudah, tadi ditanyakan lagi.

GBI : Ya seperti itu mbak. Realita di pengajaran bahasa Inggris yang sebenarnya. Jadi kalau saran saya, materi teks itu dibuat pendek dan kosakatanya disesuaikan untuk anak sini. Sehingga tadi kan targetnya agar anak bisa menulis setiap anak minimal satu kalimat itu bisa tercapai karena tadi terlihat hanya beberapa anak dalam satu grup yang menuliskan yang lain masih kesulitan.

R : Baik pak, jadi untuk kedepannya teks input lebih disesuaikan ya Pak? Kemudian untuk pertemuan selanjutnya Saya berencana untuk memberi input berupa picture series dan siswa diminta menulis secara individu. Jadi sekitar satu jam pelajaran mereka benar-benar menulis secara individu. Itu bagaimana Pak?

GBI : Jadi besok ada gambar terus siswa diminta menulis berdasar gambar ya Mbak dan individu kalau tadi masih berkelompok. Bisa, tetapi didepan dijelaskan dulu cara menulis kalimatnya. Terutama grammar. Soalnya anak sini harus dijelaskan berulang-ulang Mbak dulu pernah Saya jelaskan tapi tetap saja kesulitan.

R : Baik Pak. Kemudian dari segi antusias dan keaktifan siswa tadi bagaimana Pak?

GBI : Tadi Saya lihat tadi sudah lumayan Mbak anak-anak sini tu. Kalau biasanya anak-anak sini kalau diajar sering bolos ke kantin. Anak-anak sudah kooperatif mau mendengarkan walaupun kalau suruh nulis masih kesulitan. Karena pada prinsipnya anu Mbak, anak itu kalau sudah dibuat tertarik entah dengan media atau cara mengajar yang kadang diselingi guyonan biasanya mereka mau terlibat. Seperti tadi sudah lumayan. Kadang anak juga harus dipaksa Mbak jika mereka tidak memperhatikan. Untuk pertemuan selanjutnya yang seperti tadi pakai gambar kemudian menulis cerita utuh bisa itu Mbak. Dibuat yang menarik.

R : Sepertinya tadi anak-anak memang bisa diajak bekerjasama Pak dan jika

ada yang kurang jelas juga mau bertanya. Baik Pak, Saya coba buat gambar-gambar yang bisa mereka tulis ceritanya dengan mudah Pak. Sepertinya sudah cukup Pak wawancaranya, terimakasih banyak Pak.

INTERVIEW TRANSCRIPT 7

Day/Date : Saturday/8 February 2014

Place : Classroom

Interviewer : (R) Researcher

Interviewee : (S21) Utami Rahmasari

R : Ini dengan adek siapa?

S21 : Utami miss.

R : Ya dek utami, Miss mau nanya-nanya sebentar ya.

S21 : Waduh tanya apa Miss?

R : Seputar pelajaran tadi kok. Boleh ya.

S21 : Iya.

R : Gimana pelajarannya tadi?

S21 : Cukup menyenangkan. Pake gambar-gambar.

R : Jadi cukup menyenangkan ya tadi.

S21 : Iya.

R : Terus tadi bisa enggak ngerjain tugasnya? Dengan gambar tadi cukup membantu gak?

S21 : Ya, bisa, tadi jadi lebih paham ceritanya.

R : Jadi gambarnya bisa membuat lebih paham tentang urutan ceritanya ya. Tadi suka gak mengerjakan dalam grup?

S21 : Ya suka soalnya tadi dapet anggota yang mau diajak kerjasama.

R : Oke. Ada saran untuk pelajaran yang akan datang?

S21 : Enggak, kayak gini lagi gapapa seru Miss.

R : Oke, makasih ya.

INTERVIEW TRANSCRIPT 8

Day/Date : Saturday/8 February 2014

Place : Classroom

Interviewer : (R) Researcher

Interviewee : (S12) Krisna Agung Rikhardi

R : Agung gimana tadi pelajarannya?

S12 : Seru Miss. Menyenangkan, gambar nya banyak.

R : Seru ya. Trus ada saran gak untuk pelajaran selanjutnya?

S12 : Ada. Dibikin lebih gampang ya Miss. Tadi agak susah e.

R : Susah ya, padahal sudah di kerjakan secara berkelompok juga kan? Susah di bagian mananya?

S12 : Kata-katanya banyak yang gak tau artinya.

R : Oiya tadi kata scared gak tau artinya ya. Oke makasih ya.

S12 : Iya Miss.

INTERVIEW TRANSCRIPT 9

Day/Date : Saturday/8 February 2014

Place : Classroom
 Interviewer : (R) Researcher
 Interviewee : (S5) Dista Sandria
 (S8) Fitri Fajar Lania

R : Hai, ini dengan siapa? Maaf aku lupa.
 S8 : Fitri Fajar Lania
 R : Manggilnya apa nih?
 S8 : Lania
 R : Kalau kamu?
 S5 : Dista
 R : Oke Dista sama Lania tadi pelajaran writingnya gimana?
 S8 : Lumayan seru dan asik.
 R : Susah gak?
 S8&S5: Susah dikit.
 R : Hehehe, susahnya dimana?
 S5 : Nggabung-nggabungin kalimatnya yang buat bikin ending.
 S8 : Iya.
 R : Jadi nggabung-nggabungin kalimatnya. Kalau gitu apalagi yang susah selain itu? Yang ngartiin kata-katanya gimana?
 S8 : Gak terlalu. Karena ada kamus.
 R : Bagus. Trus tadi gambarnya cukup membantu gak yang disuruh ngurutin cerita itu?
 S5&S8: Membantu banget.
 R : Alhamdulillah. Berarti kesulitannya cuma bikin kalimat aja? Terus sekarang jadi suka nulis gak?
 S8 : Lumayan.
 R : Hahaha, terus ada saran gak untuk pertemuan selanjutnya?
 S5 : Ditambah lagi.
 S8 : Iya ditambah lagi gambarnya sama ceritanya yang lebih menarik.
 R : Oke, ya udah itu aja ya yang Miss tanyain makasih.

INTERVIEW TRANSCRIPT 10

Day/Date : Thursday/13 Februari 2014
 Place : Library
 Interviewer : (R) Researcher
 Interviewee : (GBI) Guru Bahasa Inggris

R : Pak, bagaimana pembelajaran saya tadi?
 GBI : Tadi bagus Mbak. Target pembelajaran bisa tercapai. Anak tadi bisa menulis satu teks utuh . Ya seperti tadi itu Mbak. Jadi gambarnya tidak begitu banyak, 6 ya tadi, ceritanya mudah dimengerti mudah dipahami sehingga anak bisa menuangkan jalan cerita dengan lebih mudah.
 R : Jadi action yang tadi bisa dikatakan lumayan berhasil ya Pak?
 GBI : Iya Mbak, ada kemajuan yang cukup bagus tadi, walaupun saya belum meneliti hasil mereka secara detail. Tapi anak sudah menghasilkan sebuah tulisan itu sudah bagus untuk anak sini.
 R : Iya Pak. Jika dibandingkan dengan pretest, sudah agak meningkat, karena

waktu pretest mereka baru mampu menulis beberapa kalimat ada yang beberapa paragraf tapi tidak ada yang selesai.

GBI : Mulai terlihat Mbak ini. Untuk pertemuan selanjutnya seperti ini lagi Mbak. Dengan cerita yang mudah dipahami bagi anak-anak. Ditingkatkan lagi dipertemuan selanjutnya, masih 3 kali kan?

R : Iya Pak, ini selesai cycle 1 dan akan Saya lanjutkan ke cycle 2. Baik Pak, untuk pertemuan selanjutnya materi akan saya sesuaikan lagi Pak. Terimakasih banyak Pak bimbingannya. Besok, saya juga mau meminta bantuan Bapak untuk mengoreksi hasil pekerjaan siswa Pak.

GBI : Oiya Mbak.

R : Terimakasih Pak

INTERVIEW TRANSCRIPT 11

Day/Date : Thursday/13 February 2014

Place : Classroom

Interviewer : (R) Researcher

Interviewee : (S15) Moh Novandi

R : Vand, Miss nanya-nanya dikit ya.

S15 : Iya Miss.

R : Gimana pelajaran writing sama Miss? Merasa kesulitan?

S15 : Lumayan.

R : Lumayan apa ini lumayan mudah atau sulit? Hahaha

S15 : Lumayan menyenangkan hehehe.

R : Terus gambarnya tadi membantu menulis gak?

S15 : Membantu, jadi tau ceritanya mau gimana.

R : Membantu ya. Yang susah yang bagian mana?

S15 : Yang ngubah kata kerja tadi Miss.

R : Yang verb tadi ya. Terus kalau yang ngebedain struktur organisasinya kayak orientation, complication, reorientation ada kesulitan?tadi bisa?

S15 : (Mengangguk)

R : Oke, ada saran?

S15 : (Diam)

R : Lebih gampang atau lebih gimana?

S15 : Ya ditingkatkan lagi aja.

R : Ya udah ya. Kalo seperti yang tadi lumayan ya.

S15 : Yah.

R : Ya udah itu aja makasih ya Vand.

INTERVIEW TRANSCRIPT 12

Day/Date : Thursday/13 February 2014

Place : Classroom

Interviewer : (R) Researcher

Interviewee : (S23) Sintiya Mifti Danarum

R : Sintiya gimana pelajarannya writing sama Miss?

S23 : Seru, menarik, tapi susah.

R : Kamu susahnya dimana?
 S23 : Cari kata-katanya itu susah sama verb kedua suka lupa.
 R : O yang itu, berarti vocab sama verbnnya ya.
 S23 : Iya.
 R : Kalau memunculkan idenya bagaimana?
 S23 : Enak soalnya kan ada gambarnya.
 R : Berarti gambarnya bisa membantu.
 S23 : Membantu, nulisnya bisa panjang gak lupa-lupa sama yang mau ditulis.
 R : Kira-kira ada gak yang kamu suka dari belajar menulis sama Miss?
 S23 : Apa ya, ya itu pake gambar-gambar, suka njelasinnya, sama suka materinya.
 R : Terus ada saran untuk pertemuan kedepan?
 S23 : Jangan susah-susah.
 R : Ohiya,, jangan susah-susah berarti ya. Oke. Cukup itu aja, makasih banyak ya.
 S23 : Iyah.

INTERVIEW TRANSCRIPT 13

Day/Date : Thursday/20 Februari 2014

Place : Library

Interviewer : (R) Researcher

Interviewee : (GBI) Guru Bahasa Inggris

R : Bagaimana Pak pembelajaran Saya tadi?

GBI : Tadi diminta meneruskan cerita ya. Tapi tadi saya lihat masih kesulitan dalam menulis sebuah kalimat pergambar.

R : Iya Pak, karena tadi banyak yang belum selesai jadi saya berencana untuk melanjutkan materi ini untuk hari Sabtu besok Pak.

GBI : Iya Mbak begitu saja. Karena tadi menulis kalimat tiap gambar beberapa sudah bisa tapi kadang anak kalau disuruh mengembangkan menjadi paragraf perlu waktu untuk berimajinasi. Ya karena hari ini jamnya juga dikurangi gak papa Mbak, dilanjutkan saja besok.

R : Baik Pak, karena tadi pertimbangannya kalau untuk PR kemungkinan juga tidak dikerjakan.

GBI : Ya, kadang saya pun kewalahan kok Mbak. Ya pesan saya kalau ngajar anak sini kudu sabar Mbak. Kalaupun dari segi materi seperti ini yang pake gambar, ini sudah bagus dan membantu. Tetapi siswa sini harus selalu dibimbing penuh, kalau untuk dilepas pasti malah tidak jalan.

R : Baik Pak. Sebenarnya yang masih perlu bimbingan lebih lanjut adalah masalah grammar dan vocabulary ya Pak?

GBI : Iya betul Mbak. Jadi sebisa mungkin siswa diingatkan konsepnya.

R : Iya Pak. Terimakasih banyak Pak atas bantuan Bapak hari ini.

INTERVIEW TRANSCRIPT 14

Day/Date : Thursday/20 February 2014

Place : Classroom

Interviewer : (R) Researcher

Interviewee : (S11) Iqbal Prihantara

R : Hai namamu siapa?

S11 : Iqbal Prihantara.

R : Aku tanya tanya sebentar boleh ya kamu sambil nggambar gak papa Tadi ada kesulitan gak nulisnya?

S11 : Ada kesulitan.

R : Dimananya?

S11 : Di verb 1 verb 2.

R : Kalau vocab nya kesulitan gak?

S11 : Ya lumayan.

R : Jangan lupa bawa kamus ya.

S11 : Oke.

R : Ada gak hal yang kamu sukai ketika belajar menulis sama Miss?

S11 : Gambar-gambar itu.

R : Kamu suka gambar berarti ya. Kalau tadi aku njelasin yang bikin kalimat pake past tense itu cukup jelas gak? Udah paham?

S11 : Cukup jelas. Iya lumayan paham.

R : Ada saran untuk next meeting?

S11 : Nggak.

R : Oke makasih.

INTERVIEW TRANSCRIPT 15

Day/Date : Thursday/20 February 2014

Place : Classroom

Interviewer : (R) Researcher

Interviewee : (S10) Indah Sulistiyawati
(S19) Oktafia Ratna Wulandari

R : Hai Indah, sama siapa namamu?

S19 : Okta Mbak.

R : Ya Okta sama Indah, Aku tanya-tanyain dikit ya.

S10 : Weh opo e Mbak, mah isin aku. Nggo Indonesia to?

R : Iya. Cuma sekilas tentang pelajaran tadi kok. Ya. Gimana tadi setelah belajar menulis kalimat dengan gambar. Menurut kalian sulit nggak?

S10 : Nganu tu lho Mbak sulit dingartike Mbak.

R : Jadi nerjemahinnya masih susah ya.

S10 : Iya Mbak agak bingung.

R : Kalau dari grammarnya gimana? Grammar tu yang verb 1 verb 2 nya?

S10 : Agak susah juga Mbak, pas dijelaske ki mudheng tapi yen nggarap dewe bingung e Mbak.

R : Jadi masih susah. Tadi udah diminta buat diskusi juga kan. Kalo kamu gimana Okta?

S19 : Sama. Idem Mbak, hahaha.

R : Oke, tadi kan sudah dijelaskan, dipelajari lagi ya dihafalkan, pelan-pelan. Ada tambahan lagi?

S10 : Enggak.

R : Oke kalo tidak ada tambahan itu dulu, makasih.

INTERVIEW TRANSCRIPT 16

Day/Date : Saturday/22 Februari 2014

Place : Counseling Room

Interviewer : (R) Researcher

Interviewee : (GBI) Guru Bahasa Inggris

R : Hari ini menurut Bapak tadi bagaimana?

GBI : Tadi akhirnya sudah bisa anak-anak. Tapi ya masih harus terus dibimbing. Bisa Mbak. Kalau untuk besok bagaimana Mbak? Bikin satu paragraf pergambar e wis dho mumet e anaknya.

R : Kalau untuk besok saya beri satu set cerita seperti ini Pak, judulnya The Elves and the Shoemaker.

GBI : Kalau ini tiap gambar tidak harus satu paragraf kan Mbak? Soalnya kalau satu paragraf anak-anak susah.

R : Kalau yang ini tidak harus satu gambar satu paragraf Pak yang penting alurnya mengikuti apa yang ada digambar Pak.

GBI : Oiya, bisa kalau itu tidak terlalu sulit. Kalau mengembangkan satu gambar jadi satu paragraf susah kalau anak sini. Kalau membuat satu gambar satu kalimat ya bisa. Ini sudah ada vocabnya juga ya Mbak?

R : Iya Pak, jadi untuk membantu siswa untuk menulis mereka bisa menggunakan kata-kata yang di kotak. Sebelumnya saya minta untuk nyari artinya dulu.

GBI : Iya Mbak, memang harus dicekoki kalau anak sini kalau masalah vocab. Kadang ada kamus saja anak-anak masih tanya karena malas buka kamus. Seperti ini bisa.

R : Betul Pak, sudah dipinjami kamus di perpustakaan juga masih banyak yang kadang ragu-ragu untuk membukanya. Tapi akhir-akhir ini selalu saya paksa agar mau membuka kamus.

GBI : Iya Mbak, seperti itu agar mereka terbiasa. Nek kaleh njenengan mungkin malah dho gateke Mbak diminta bawa kamus trus ada yang bawa beberapa trus dibuka. Kadang ya sudah saya paksa untuk selalu bawa kamus ning yo anak sini seperti itu.

R : Hehe iya Pak. Baik Pak kalau begitu terimakasih banyak Pak.

INTERVIEW TRANSCRIPT 17

Day/date : Saturday/22 Februari 2014

Place : Library

Interviewer : (R) Researcher

Interviewee : (C2) Rahma (Collaborator 2)

R : Tadi gimana Ma?

C2 : Tadi waktunya yang kurang. Mending tadi pas yang comprehension question kamu cepetin biar gak banyak makan waktu.

R : Ya, tadi memang agak takes time di situ.

C2 : Jadi besok-besok itu dibikin sekilas aja sekalian sama yang bahas teks itu. Trus langsung ke yang kayak fill in the blank pake verb itu.

R : O oke besok aku lebih atur lagi timingnya biar mereka waktu buat nulis bikin kalimatnya lebih banyak.

INTERVIEW TRANSCRIPT 18

Day/Date : Saturday/22 February 2014

Place : Classroom

Interviewer : (R) Researcher

Interviewee : (S7) Farida Rahmawati
(S16) Niken Anjar S.

R : Ini dengan siapa namanya? Aku lupa hehe.

S7 : Farida.

S16 : Niken.

R : Oke, Farida sama Niken tadi gimana nulisnya dengan dibantu picture series dengan gambar tadi?

S16 : Seru, senang.

S7 : Asik.

R : Kenapa kok senang?

S16 : Mengingat masa kecil karena lihat gambar-gambar.

R : Ooo mengingatkan masa kecil ya. Waktu kecil sering dibacain buku dongeng ya?

S16 : Iya.

R : Terus tadi ada kesulitan kah, Farida gimana tadi gambarnya cukup membantu gak?

S7 : Membantu tapi masih sulit.

R : Yang sulit dibagian mana?

S7 : Nerjemahinnya.

R : Jadi sulit nerjemahin ya. Kalau nyusun ceritanya gimana dengan adanya gambar sudah bisa membuat kalian mudah kan mau nulis apa?

S7 : Iya bisa ada ide. Sebenere tu bisa nulis banyak tapi ya itu sulit nginggris kata-katanya.

R : Oke, nanti kita latihan terus biar lama-lama terbiasa ya, kalau Niken?

S16 : Sama, Cuma di kata-kata sama verb 1 verb 2nya itu.

R : Oke, ada lagi?

S7&S16: Enggak.

R : Oke kalau gak ada itu dulu, makasih.

S7&S17: Iya.

INTERVIEW TRANSCRIPT 19

Day/Date : Thursday/27 Februari 2014

Place : Counseling Room

Interviewer : (R) Researcher

Interviewee : (GBI) Guru Bahasa Inggris

R : Untuk pertemuan tadi bagaimana Pak? Dan secara keseluruhan juga.

GBI : Nek secara keseluruhan, terutama konsep anak sudah meningkat Mbak. Ning sebenarnya kalau kesulitan itu anak-anak dalam membuat kalimatnya. Kadang kan anak itu terpancang pada Bahasa Indonesia. Mungkin kalau kalimat kan harus ada subyek dan verb nya. Mereka kan kebanyakan mbuat Indonesia nya dulu, tapi malah menginggriskannya jadi bingung. Ya seperti itu Mbak kesulitan ngajar Bahasa Inggris. Kalau

dibuat sederhana saja. Jika mereka bisa membuat kalimat simple malah bagus. Lha kalau kemarin-kemarin mereka bikin Indonesia nya malah dipanjang-panjangkan akhirnya bingung.

R : Hehehe iya Pak, kadang saya membantu menginggriskan juga bingung dengan maksud anaknya. Kalau disuruh Inggris langsung juga tambah sulit mereka.

GBI : Ya kalau itu sulit. Yang kemarin itu malam Inggrisnya night saja lupa, terus ngubah get jadi got bentuk kedua saja butuh waktu lama Mbak. Ya memang seperti itu adanya. Menurut saya karena anak-anak sini dasarnya emang nganu, kita entuk murid ngene ki emang kangelan. Tapi jika melihat mereka sudah aktif mau mengerjakan seperti kemarin dan tadi ini sudah lumayan bagus Mbak. Jika mau idealis melihat hasil mungkin masih jauh. Tapi jika dilihat perkembangan mereka, dari yang dulunya jarang bisa nulis cerita utuh seperti itu jadi bisa nulis 3 cerita ya sudah bagus. Mereka udah interest dulu sudah lumayan bagus nanti kan pelan-pelan. Karena yang merasa kesulitan menulis itu kan gak hanya murid sini saja, banyak juga.

R : Iya Pak betul sekali, mungkin juga pembiasaan sangat perlu, agar sampai bisa. Kalau proses menulisnya menurut Bapak mereka gimana? Seperti drafting revisingnya mereka sudah mau melakukan ya Pak?

GBI : Iya Mbak sudah mau mereka.

R : Jadi yang kelihatan signifikan pada content nya ya Pak? Apa yang mau ditulis konsepnya mereka sudah bisa?

GBI : Ya, heeh Mbak. Content, organization sudah runtut, kalo bagian penulisan Inggrisnya, grammarnya itu mereka perlu sedikit bimbingan lagi ya mungkin itu tugas saya nanti. Ya memang pelan-pelan. Kalau untuk anak sini sudah lumayan Mbak. Vocab ya mulai bisa.

R : Iya Pak, mereka juga sudah mulai fokus dan mau ketika diminta menulis.

GBI : Ya, untuk yang tes terakhir bagaimana Mbak?

R : Oh itu besok Sabtu Pak, sama seperti yang pre test dulu jadi siswa diminta menulis cerita bebas.

GBI : Berarti sudah tidak dibantu gambar ya?

R : Mboten Pak tapi tetap menggunakan kamus.

GBI : Ya ya.

R : Baik Pak, sepertinya sudah, terimakasih banyak ya Pak.

GBI : Ya sama-sama Mbak.

INTERVIEW TRANSCRIPT 20

Day/Date : Thursday/27 Februari 2014

Place : Library

Interviewer : (R) Researcher

Interviewee : (C2) Rahma

R : Ma, menurut kamu gimana tadi aku ngajarnya?

C2 : Tadi aku liat siswanya bisa mengikuti. Diawal-awal gaduh, tapi pas

mulai kamu suruh nulis mereka nulis. Tadi kamu juga udah menjelaskan yang bagian vocab itu tapi masih ada siswa yang tanya lagi pas nulis karna ga ndengerin. Tapi lumayan ada progress kok aku liat sejauh ini.

R : Iya, tadi harapannya pas membahas vocab yang sulit agar mereka terbantu menulisnya. Ada saran gak Ma?

C2 : Menurutku kamu harus selalu mengulang penjelasan tenses dan vocab karena setiap menulis beberapa siswa aku liat banyak yang tanya.

R : Oke Ma, trimakasih ya sebisa mungkin tak ulangi. Menurut kamu, perkembangan dari researchku ini gimana sejauh ini?

C2 : Menurutku perkembangannya sudah terlihat bagus. Mereka udah sangat aktif dalam mengikuti pembelajaran dan juga mulai paham menulis yang bener tu kayak gimana misalnya grammare piye, organization e piye, isine kepiye gitu, terus memperhatikan aspek penulisan juga misalnya. Mereka nggateke apa yg kamu ajarkan dan mempraktekkannya dalam menulis. Ya walaupun kadang memang butuh bimbingan ekstra akan tetapi progressnya sudah cukup terlihat.

INTERVIEW TRANSCRIPT 21

Day/Date : Thursday/27 February 2014

Place : Classroom

Interviewer : (R) Researcher

Interviewee : (S14) Mery Indriyani Puspita Sari
(S21) Utami Rahmasari

R : Aku tanya ya.

S14&S21: Siapa Miss?

R : Ya kalian berdua aja. Apakah kalian mendapat kesulitan dalam menulis cerita hari ini?

S21 : Lumayan.

S14 : Lumayan.

R : Kesulitan dimananya?

S21 : Itu lho Miss. Penyusunan kata-katanya aja.

S14 : Subjeknya sama verb nya sering lupa.

R : Terus selama ini seneng gak sih belajar dengan picture series?

S21 : Seneng

S14 : Seneng juga.

R : Cukup terbantu?

S21 : Iya lah.

R : Kalau boleh tau dalam hal apanya?

S21 : Jadi lebih ngerti aja hari ini mau nulis apa, trus gak lupa jalan ceritanya karena pake gambar. Kalau disuruh mbayangin ceritanya dulu suka kelewatan Miss.

R : Lalu menurut kalian yang perlu ditingkatkan apa agar lebih bisa membantu kamu menulis?

S21 : Emmm, vocabnya sama verbnya.

R : Oke jadi kayak yang tadi itu dibawahnya diberi vocab dan verb ya.

S14&S21: Iya.

R : Terus menurut kalian cara ngajar Miss gimana?

S14 : Nyenengin, kayaknya lebih enak sama Miss deh daripada sama Pak Guru.

S21 : Iya lho Miss, ngajarinnya banyak, kalo salah-salah nulis di cek dibenerin. Makasih ya Miss.

R : Iya sama-sama. Oke, itu aja pertanyaannya makasih ya.

S13&S20: Ya.

INTERVIEW TRANSCRIPT 22

Day/Date : Thursday/27 February 2014

Place : Classroom

Interviewer : (R) Researcher

Interviewee : S18 (Noviana Ekawati)

R : Novi mau tanya boleh ya. Gimana kesan kamu setelah belajar writing dengan picture series?

S18 : Seneng sih Mbak. Nambah ilmu. Kan dulu saya gak suka bahasa inggris, trus sekarang jadi kayak gitu kayak gitu terus aku seneng bahasa inggris. Terus banyak kata-kata yang gak aku ngerti jadi ngerti.

R : Oke, jadi membantu ya.

S18 : Iya

R : Terus sebelum sebelum nya kesultan kamu dimana?

S18 : Di verb iya, kata2 juga, kan terus dulu aku verb 1 verb 2 tu lho Mbak kan gak apal juga sekarang sudah ngerti.

R : Sekarang sudah meningkat ya, jadi suka menulis juga ya?

S18 : Iya Mbak.

APPENDIX C

COURSE GRIDS

COURSE GRID

School Identity : SMA N 1 Srandakan

Grade/Semester : X / 2

Subject : English

Standard Competence

12. Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari.

Basic Competence

12.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam berbagai konteks kehidupan sehari-hari dalam teks: narrative, descriptive, dan news item.

Meeting 1

Learning Objectives	Indicators	Teaching-Learning Activities	Materials	Picture Series	Evaluation			Time Allocation	Sources
					Techniques	Instruments	The examples of instrument		
By the end of the course, the students are expected to be able to write a	<ul style="list-style-type: none"> Identify the generic structure of narrative text. Identify 	<u>Building Knowledge of Field</u> <ul style="list-style-type: none"> Teacher discusses the story that the students ever read before. Teacher shows a 	<ul style="list-style-type: none"> An input text entitled Malin Kundang Generic structure of narrative 	<ul style="list-style-type: none"> A set of pictures series of Malin Kundang A set of picture 	Written test	Sequence these jumbled paragraphs into a good text with the correct	Attached	2x45 minutes	http://feradesliaa.hyar.files.wordpress.com http://sto

narrative text.	<p>past verbs used in the narrative text.</p> <ul style="list-style-type: none"> • Match the vocabulary with its meaning. • Arrange and rewrite a narrative text based on the correct generic structure. 	<p>set of picture series to activate their background knowledge.</p> <p><u>Modeling of the Text</u></p> <ul style="list-style-type: none"> • Teacher gives input text and asks the students to read the text. • Teacher explains the generic structure of the text. • Teacher discusses the language feature of the text. <p><u>Joint Construction of Text</u></p> <ul style="list-style-type: none"> • In pairs, students identify the generic structure of the text. • In pairs students identify the use of past verbs in the text. • Students try to 	<p>text</p> <ul style="list-style-type: none"> • Language features: Specific characters (e.g., Malin Kundang, Malin Kundang's mother, etc) <p>Time words (e.g., long time ago, many years later, one day, once upon a time, etc)</p> <p>Simple past tense S+V2</p>	series of Lake Toba		generic structure by rewriting the paragraphs.			rytellingmalinkundang.blogspot.com www.youtube.com/malin_kundang_story
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		find the meaning of some difficult words. <u>Independent</u> <u>Construction of Text</u> <ul style="list-style-type: none"> Students arrange and rewrite jumbled paragraphs to form a good story. 							
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COURSE GRID

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Grade/Semester : X / 2

Subject : English

Standard Competence

12. Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk recount narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari.

Basic Competence

12.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam berbagai konteks kehidupan sehari-hari dalam teks: narrative, descriptive, dan news item.

Meeting 2

Learning Objectives	Indicators	Teaching-Learning Activities	Materials	Picture Series	Evaluation			Time Allocation	Sources
					Techniques	Instruments	The examples of instrument		
By the end of the course, the students are expected to be able to write a narrative text.	<ul style="list-style-type: none"> Identify the generic structure of narrative text. Identify past verbs used in the narrative text. Match the vocabulary with its meaning. Arrange and rewrite a 	<p><u>Building Knowledge of Field</u></p> <ul style="list-style-type: none"> Teacher shows the pictures of animals to activate students' background knowledge. Students mention the name of the animals <p><u>Modeling of Text</u></p> <ul style="list-style-type: none"> Teacher gives input text and asks students to read the text. Teacher asks students to arrange jumbled picture series based on the story The Lion and the Mouse and stick them in the white 	<ul style="list-style-type: none"> A narrative text entitled The Lion and The Mouse Generic structure of the text Language features Specific characters (e.g., Lion, Mouse, Huntsmen, etc) Time words (e.g., long time ago, 	<ul style="list-style-type: none"> A set of pictures of The Lion and The Mouse 	Written test	Work in your group. Cut and rearrange these following pictures and sentences to form a good story. After that, write the ending of the story.	Attached	2x45 minutes	http://shortstories.com/story/the-lion-and-the-mouse www.youtube.com/Aesop/fable/the-boy-and-the-wool

	<p>narrative text based on the correct generic structure .</p>	<p>board.</p> <ul style="list-style-type: none"> Teacher explains the generic structure and discusses some difficult words found in the text. <p><u>Joint Construction of Text</u></p> <ul style="list-style-type: none"> In pairs, students answer some comprehension questions. In pairs, students fill in the blanks by using correct verbs. <p><u>Independent Construction of Text</u></p> <ul style="list-style-type: none"> In group, students rearrange jumbled paragraphs based on picture series to form a good story. 	<p>many years later, one day, once upon a time, etc)</p> <p>Simple past tense S+V2</p>						
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COURSE GRID

School Identity : SMA N 1 Srandakan

Grade/Semester : X / 2

Subject : English

Standard Competence

12. Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari.

Basic Competence

12.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam berbagai konteks kehidupan sehari-hari dalam teks: narrative, descriptive, dan news item.

Meeting 3

Learning Objectives	Indicators	Teaching-Learning Activities	Materials	Picture Series	Evaluation			Time Allocation	Sources
					Techniques	Instruments	The examples of instrument		
By the end of the course, the students are expected to be able to	<ul style="list-style-type: none"> Identify the generic structure of narrative text. 	<u>Building Knowledge of Field</u> <ul style="list-style-type: none"> Teacher activates students' background knowledge by asking some 	<ul style="list-style-type: none"> Text of The Naughty Monkey and the Hat Seller Generic 	<ul style="list-style-type: none"> Picture series of The Naughty Monkeys and The Hat Seller 	Written test	Compose the story entitled The Hat Seller and the Naughty Monkeys based on the	Attached	2x45 minutes	Doddy, Achmad . Sugeng, Ahmad. Effendi. 2008.

write narrative text.	a	<ul style="list-style-type: none"> • Use correct simple past tense in writing sentences . • Write a narrative text based on picture series. 	<p>questions.</p> <p><u>Modeling of Text</u></p> <ul style="list-style-type: none"> • Teacher shows a set of picture series entitled The Hat Seller and the Naughty Monkeys. • Teacher and students discuss the story based on the pictures. • Teacher and students discuss the vocabulary used in the text. <p><u>Joint Construction of Text</u></p> <ul style="list-style-type: none"> • Students decide which pictures will be the orientation, complication and resolution of the story. • Students make sentences by using some provided vocabulary. • Students make 	<ul style="list-style-type: none"> • structure Language feature <p>Simple past tense S+V2</p>				<p>pictures above.</p>		<p>Developing English Competencies. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional .</p>
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		draft of narrative text.							
		<u>Independent Construction of Text</u>							
		<ul style="list-style-type: none"> Students compose narrative text based on picture series. 							

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Standard Competence

12. Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari.

Basic Competence

12.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam berbagai konteks kehidupan sehari-hari dalam teks: narrative, descriptive, dan news item.

Meeting 4 and 5

Learning Objectives	Indicators	Teaching-Learning Activities	Materials	Picture Series	Evaluation			Time Allocation	Sources
					Techniques	Instruments	The examples of instrument		
By the end of the course, the students are expected to be able to write a narrative text.	<ul style="list-style-type: none"> Identify the generic structure of narrative text. Finding meaning of difficult vocabularies from narrative text. Writing sentences based on picture series by using correct past 	<p><u>Building Knowledge of Field</u></p> <ul style="list-style-type: none"> Teacher gives question to students about what fairytale that they ever learn before. Teacher recall students' background knowledge by showing some pictures of characters which usually exist in fairytales and asks students to label them. <p><u>Modeling of the Text</u></p>	<ul style="list-style-type: none"> An incomplete narrative text entitled Rapunzel Generic structure of narrative text Vocabulary related to the text. Simple past tense 	<ul style="list-style-type: none"> Picture series of Rapunzel 	Written test	Continue the story of Rapunzel by writing as many sentences based on the pictures above. The cue words in activity 3 may help you.	Attached	4x45 minutes	www.youtube.com/appu-series/rapunzel

	tense.	<ul style="list-style-type: none"> • Teacher gives a set of picture series a story entitled Rapunzel with some pieces of the text. • Teacher and students discuss the story based on picture series. • Teacher explains and recalls students' understanding of generic structure and language feature of narrative text. <p><u>Joint Construction of Text</u></p> <ul style="list-style-type: none"> • Students find the meaning of difficult vocabularies found in 							
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		narrative text.							
		<u>Independent Construction of Text</u>							
		<ul style="list-style-type: none"> Students continue to complete the story of Rapunzel by writing some sentences based on the picture series. 							

COURSE GRID

School Identity : SMA N 1 Srandakan

Grade/Semester : X / 2

Subject : English

Standard Competence

12. Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari.

Basic Competence

12.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam berbagai konteks kehidupan sehari-hari dalam teks: narrative, descriptive, dan news item.

Meeting 6

Learning Objectives	Indicators	Teaching-Learning Activities	Materials	Picture Series	Evaluation			Time Allocation	Sources
					Techniques	Instruments	The examples of instrument		
By the end of the course, the students are expected to be able to write a narrative text.	<ul style="list-style-type: none"> Identify the plot and the generic structure of the narrative text. Find the meaning of some difficult words used in the text. Write a narrative text based on picture 	<p><u>Building Knowledge of Field</u></p> <ul style="list-style-type: none"> Teacher reinforces students' background knowledge by asking some question related to the topic. <p><u>Modeling of the Text</u></p> <ul style="list-style-type: none"> Teacher shows a set of picture series entitled The Elves and the 	<ul style="list-style-type: none"> Generic structure Vocabulary Leather, sew, shoes, elves, sell, rich, wear, pair, poor, hide, see, curious. Language Focus Simple Past Tense S+V2 Time conjunction After that At night In the 	<ul style="list-style-type: none"> A set of picture series entitled The Elves and The Shoemaker 	Written test	Write a story of The Elves and the Shoemaker by making as many sentences based on picture series.	Attached	2x45 minutes	www.youtube.com/theelvesandtheshoemaker

	series.	<p>Shoemaker.</p> <ul style="list-style-type: none"> • Teacher asks students to learn the story based on the pictures. • Teacher and students discuss the generic structure and language features used in the text. • Teacher gives example how to write a sentence based on the picture. <p><u>Joint Construction of Text</u></p> <ul style="list-style-type: none"> • Students look up the meaning of some difficult words used in the text by using the 	<p>morning</p> <p>Then</p> <p>When</p>						
--	---------	--	--	--	--	--	--	--	--

		<p>dictionary.</p> <p><u>Independent</u> <u>Construction</u> of <u>Text</u></p> <ul style="list-style-type: none">• Students write a story based on the picture series helped by some clue words.							
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APPENDIX D

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN 1

(RPP)

Satuan Pendidikan : SMA N 1 SRANDAKAN
Mata pelajaran : Bahasa Inggris
Kelas / Semester : X / 2
Ketrampilan : Menulis
Alokasi Waktu : 2 x 45 menit (1 pertemuan)

A. STANDAR KOMPETENSI

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari.

B. KOMPETENSI DASAR

12.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam berbagai konteks kehidupan sehari-hari dalam teks: narrative, descriptive, dan news item.

C. INDIKATOR

Siswa dapat:

1. mengidentifikasi generic structure dari teks naratif
2. mengidentifikasi kata kerja bentuk lampau dalam teks naratif
3. menjodohkan beberapa kosakata yang digunakan dalam teks naratif dengan maknanya
4. menyusun dan menulis kembali sebuah teks naratif acak sesuai dengan struktur organisasi yang tepat.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa diharapkan dapat menulis sebuah teks naratif.

E. MATERI PEMBELAJARAN

Terlampir

F. METODE PEMBELAJARAN

(Communicative Language Teaching: Text-based Approach)

The Four-Stage Technique

1. Building Knowledge of Field
2. Modelling of Text
3. Joint Construction of Text
4. Independent Construction of Text

G. LANGKAH PEMBELAJARAN

Tahap Kegiatan	Aktivitas Pembelajaran	Alokasi Waktu	Karakter
Kegiatan Awal	a) Membuka kelas dengan salam. (Good morning everyone? How are you today?) b) Mengawali pelajaran dengan doa. (Before we start, let's say a short prayer, shall we) c) Mengecek kehadiran siswa. (Is everybody here? Who is absent today?) d) Apersepsi	5 menit	Religius
Kegiatan Inti	1. Building Knowledge of Field a. Guru berdiskusi dengan siswa tentang cerita apa saja yang pernah mereka baca atau dengar. b. Guru dan siswa berdiskusi tentang jenis-jenis teks naratif. c. Guru menunjukkan picture series untuk mengaktifkan pengetahuan siswa tentang teks yang akan dipelajari. (Activity 1)	15 menit	Rasa ingin tahu
	2. Modeling of the Text a. Guru menunjukkan teks naratif dan meminta siswa untuk membaca teks tersebut dalam hati. (Activity 2) b. Guru menjelaskan generic structure dan language feature dari teks naratif.	25 menit	
	3. Joint Construction of Text a. Secara berpasangan, siswa mengidentifikasi struktur organisasi dari	25 menit	Kerjasama

	teks naratif. (Activity3) b. Secara berpasangan siswa mengidentifikasi kata kerja bentuk past dan mengklasifikasikannya ke dalam regular atau irregular verb. (Activity 4) c. Secara berpasangan, siswa menjodohkan beberapa kosakata yang digunakan dalam teks naratif dengan maknanya. (Activity 5) 4. Independent Construction of Text a. Siswa mengurutkan dan menulis kembali sebuah teks naratif acak sesuai dengan struktur organisasi yang tepat. (Activity 6)	15 menit	
Kegiatan Akhir	a) Guru menanyakan kesulitan siswa. b) Guru dan siswa menyimpulkan materi pembelajaran. c) Guru menyampaikan preview materi yang akan dipelajari dipertemuan selanjutnya. d) Penutup.	10 menit	

H. MEDIA PEMBELAJARAN

Lembar kerja siswa, papan tulis, board marker, picture series.

I. REFERENSI

Anderson, Mark and Anderson, Kathy. 1997. Text Types in English. South Yarra: Macmillan Education Australia.

Sudarwati, Th. M. and Grace, Eudia. 2006. Look Ahead. Jakarta: Erlangga.

<http://feradesliaahyar.files.wordpress.com> retrieved on 17 January 2014.

<http://storytellingmalinkundang.blogspot.com/> retrieved on 1 Februari 2014.

www.youtube.com/malinkundangstory retrieved on 17 Januari 2014.

J. PENILAIAN

a. Indikator Penilaian

Indikator penilaian	Teknik penilaian	Instrumen penilaian
Mengidentifikasi generic structure dari teks naratif	Tes tertulis	Read and identify the generic structure of the following narrative text.
Mengidentifikasi kata kerja bentuk lampau dalam teks naratif	Tes tertulis	Reread the text on activity 3 and underline the past verbs. Then classify them into regular or irregular verbs.

Menjodohkan beberapa kosakata yang digunakan dalam teks naratif dengan maknanya	Tes tertulis	Match the vocabulary in Box A with its meaning in Box B.
Menyusun dan menulis kembali sebuah teks naratif acak sesuai dengan struktur organisasi yang tepat	Tes tertulis	Sequence these jumbled paragraphs into a good text with the correct generic structure by rewriting the paragraphs.

b. Rubrik Penilaian

Diambil dari rubrik penilaian dari Jacob et.al dalam Weigle (2002), terlampir.

Score	Categorization
87.5–100	Excellent
75–87.4	Very good
62.5–74.9	Good
50–62.4	Fair
37.5–49.9	Poor
25–37.4	Very poor

Nilai tertinggi = 100

Srandakan, Februari 2014

Guru Bahasa Inggris

Peneliti

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Erika Yulia Puspitasari
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ACTIVITY 1 Let's Build the Field

Study the following pictures and answer the questions orally.



1



2



3



4



5

1. What is the picture about?
2. Can you predict what the story is about?
3. What is the title of the story?
4. Do you have a favourite Indonesian folklore or legend?

ACTIVITY 2 Let's Learn the Model

Study the following narrative text.

TITLE

The Legend of Malin Kundang

ORIENTA
TION

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

COMPLIC
ATION

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

REORIENTA
TION

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

(Source: <http://understandingtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html>)

- Generic structure of narrative text

Orientation : it tells about the setting in time and place, and the characters.

Complication : it tells about problems to be solved by the characters.

Resolution : in which the characters finally sort out the complication and find the solution.

- Language features of narrative text

The language features usually found in a narrative text are:

- Specific characters (e.g., Malin Kundang, Malin Kundang's mother, etc)
- Time words (e.g., long time ago, many years later, one day, once upon a time, etc)
- Simple past tense

S+V2

e.g. He helped the merchant.

With his brave and power, Malin Kundang defeated the pirates.

The merchant was so happy and thanked to him.

Regular		Irregular	
Verb 1	Verb 2	Verb 1	Verb 2
Live	Lived	Become	Became
Help	Helped	Run	Ran
Recognize	Recognized	Come	Came
Say	Said	Leave	Left
Laugh	Laughed	Has/have	Had
Ask	Asked	Is, am	Was
Want	Wanted	Are	Were

ACTIVITY 3 Let's Learn to Construct Text

Read and identify the generic structure of the following narrative text.

LAKE TOBA

A long time ago there was a poor farmer. He lived in a small bamboo hut near his rice field. Other farmer lived in his village too. One day he wanted to catch some fish for his dinner. Just as he caught a big and fresh fish, he heard a voice, "Please don't kill me, if you let me live and put me into your rice field, you will have your dinner on your dining table." "No problem," said the farmer.

When the farmer went home, he was surprised. His dinner was already set on the table. Another day he went to rice field and looked for the fish. He heard some voice, "I am here near you." Suddenly there was a beautiful girl beside him, of course he was surprised, "Are you the fish that I caught yesterday?" asked the farmer.

"Yes, I am. Thanks for your help. Would you marry me?" replied the girl. "Of course, I would be honored," said the farmer happily. "But on one condition. Never tell our children that I was once a fish," said the girl. "I give you my words," promised the farmer.

Well after one year, they got a son. They called him Sam. One day, the mother asked Sam to bring lunch to his father at rice field. Feeling hungry, the boy ate his father's lunch on the way to the rice field. Knowing this, the farmer was angry. "You are a naughty boy! You won't be a good boy because you are actually a son of a fish!"

The boy cried and told his mother what he had heard from his father. The mother went to rice field and said angrily, "You have broken your promised. Now you must be punished. Then she left her husband. And suddenly a big tide came and engulfed the village. The flood made a deep vast lake. People called it "Lake Toba" today.



Source: <http://feradesliaahyar.files.wordpress.com/>

ACTIVITY 4

Reread the text on activity 3 and underline the past verbs. Then classify them into regular or irregular verbs.

ACTIVITY 5

Match the vocabulary in Box A with its meaning in Box B.

A	B
2. Hut	a. an arrangement that must exist before something else can happen
3. Naughty	b. to show great respect for someone or something, especially in public
4. Honored	c. to cause someone who has done something wrong to suffer
5. Condition	d. the rise and fall of the sea that happens twice every day
6. Vast	e. a small, simple building, usually consisting of one room
7. Lake	f. to surround and cover something or someone completely
8. Engulfed	g. behave badly or do not do what they are told to do
9. Tide	h. feeling surprise because something has happened that you did not expect
10. Punished	i. large area of water surrounded by land and not connected to the sea
11. Surprised	j. extremely big

ACTIVITY 5 Let's Construct the Text

Sequence these jumbled paragraphs into a good text with the correct generic structure by rewriting the paragraphs. Be careful with the punctuation and spelling.

Bandung Bondowoso and Roro Jonggrang

(The Legend of Prambanan Temple)

Bandung Bondowoso got frustrated because he failed to complete the thousandth temple. "The princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have cheated me. Now, the thousandth temple is you!"

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.

One day, a handsome young man with super natural power, named Bandung Bondowoso, defeated and killed Prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.

Once upon a time, there was a beautiful Javanese princess whose name was Roro Jonggrang. Roro Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, an evil king.

At once, the princess turned into a statue. Knowing this, Bandung Bondowoso regretted this and he went away into a far land. From then. People called the temple Prambanan Temple and the princess statue, Roro Jonggrang statue.

Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift," requested Roro Jonggrang. Bandung agreed with this condition.

Helped by the spirits of demons, Bandung Bondowoso started building the temples. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than me. I will lose against Bandung."



RENCANA PELAKSANAAN PEMBELAJARAN 2

(RPP)

Satuan Pendidikan : SMA N 1 SRANDAKAN
Mata pelajaran : Bahasa Inggris
Kelas / Semester : X / 2
Ketrampilan : Menulis
Alokasi Waktu : 2 x 45 menit (1 pertemuan)

A. STANDAR KOMPETENSI

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari.

B. KOMPETENSI DASAR

12.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam berbagai konteks kehidupan sehari-hari dalam teks: narrative, descriptive, dan news item.

C. INDIKATOR

Siswa dapat:

1. Menjawab beberapa comprehension question berdasarkan teks.
2. Melengkapi kalimat rumpang dengan kata kerja bentuk lampau.
3. Mengurutkan paragraf acak menjadi sebuah teks naratif berdasarkan picture series dan menuliskan resolution dari sebuah teks naratif.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa diharapkan dapat menulis sebuah teks naratif.

E. MATERI PEMBELAJARAN

Terlampir

F. METODE PEMBELAJARAN

(Communicative Language Teaching: Text-based Approach)

The Four-Stage Technique

1. Building Knowledge of Field
2. Modelling of Text
3. Joint Construction of Text
4. Independent Construction of Text

G. LANGKAH PEMBELAJARAN

Tahap Kegiatan	Aktivitas Pembelajaran	Alokasi Waktu	Karakter
Kegiatan awal	a. Membuka kelas dengan salam. (Good morning everyone? How are you today?) b. Mengawali pelajaran dengan doa. (Before we start, let's say a short prayer, shall we) c. Mengecek kehadiran siswa. (Is everybody here? Who is absent today?) d. Apersepsi	5 menit	Religius
Kegiatan inti	a. Building Knowledge of Field a. Guru mereview materi yang telah dipelajari pada pertemuan terakhir. b. Guru bertanya ke siswa tentang judul fable apa saja yang pernah mereka ketahui. b. Modeling of the Text a. Guru menunjukkan contoh teks fable. b. Guru meminta siswa membaca teks tersebut dalam hati. c. Guru meminta siswa untuk mengurutkan dan menempel gambar sesuai urutan jalan cerita. d. Guru dan siswa mendiskusikan generic structure dan language feature dari teks naratif. e. Guru mendiskusikan kosakata sukar yang	15 menit 20 menit	

	<p>digunakan dalam teks naratif.</p> <p>c. Joint Construction of Text</p> <p>a. Secara berpasangan, siswa menjawab beberapa pertanyaan berdasarkan teks naratif yang diberikan.</p> <p>b. Secara berpasangan, siswa melengkapi kalimat rumpang dengan kata kerja bentuk lampau.</p> <p>d. Independent Construction of Text</p> <p>a. Secara berkelompok, siswa mengurutkan paragraf acak menjadi sebuah teks naratif berdasarkan picture series kemudian menuliskan akhir cerita atau resolution dari cerita tersebut.</p>	<p>20 menit</p> <p>25 menit</p>	
Kegiatan akhir	<p>a) Guru menanyakan kesulitan siswa.</p> <p>b) Guru dan siswa menyimpulkan materi pembelajaran.</p> <p>c) Guru menyampaikan preview materi yang akan dipelajari dipertemuan selanjutnya.</p> <p>d) Penutup.</p>	10menit	

H. MEDIA PEMBELAJARAN

Lembar kerja siswa, papan tulis, board marker, picture series

I. REFERENSI

Anderson, Mark and Anderson, Kathy. 1997. Text Types in English. South Yarra: Macmillan Education Australia.

www.youtube.com/Aesopfable/theboywhocriedwolf diambil pada tanggal 6 Februari 2014.

<http://shortstoriesshort.com/story/the-lion-and-the-mouse/> diambil pada tanggal 6 Februari 2014.

J. PENILAIAN

a. Indikator Penilaian

Indikator penilaian	Teknik penilaian	Instrumen penilaian
Menjawab beberapa pertanyaan berdasarkan teks.	Tes tertulis	Work in pairs, read the text and answer the questions.
Melengkapi kalimat rumpang dengan kata kerja bentuk lampau.	Tes tertulis	Work in pairs. Complete the blanks with the words provided in the box. Don't forget to change the

		form into past form.
Mengurutkan paragraf acak menjadi sebuah teks naratif berdasarkan picture series dan menuliskan resolution dari sebuah teks naratif.	Tes tertulis	Work in your group. Cut and rearrange these following pictures and sentences to form a good story. After that, write the ending of the story.

b. Rubrik Penilaian

Diambil dari rubrik penilaian dari Jacob et.al dalam Weigle (2002), terlampir.

Score	Categorization
87.5–100	Excellent
75–87.4	Very good
62.5–74.9	Good
50–62.4	Fair
37.5–49.9	Poor
25–37.4	Very poor

Nilai tertinggi = 100

Srandakan, Februari 2014

Guru Bahasa Inggris

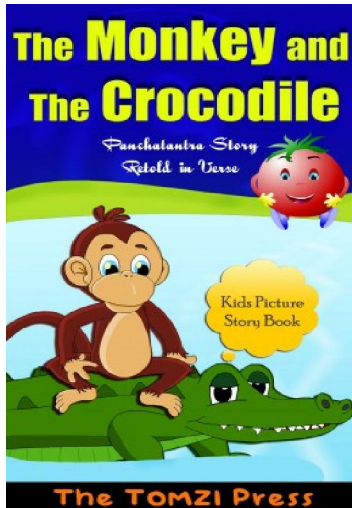
Peneliti

Is Endri Akhzan, S.Pd.
NIP. 1977 03072008 011009

Erika Yulia Puspitasari
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ACTIVITY 1 Let's Build the Field

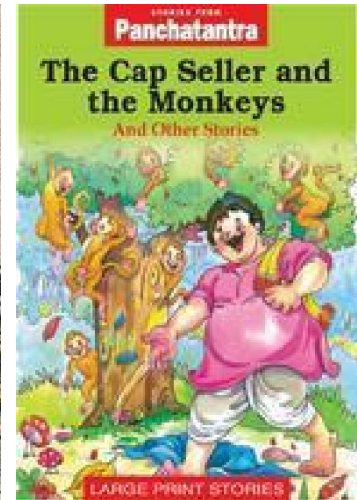
Look at the pictures and answer the questions orally.



(i)



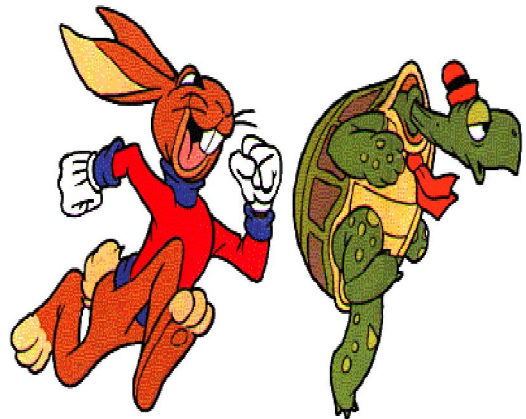
(ii)



(iii)



(iv)



(v)

1. Do you know what animals are they?
2. Do you ever read a story which tells about animal?
3. Can you mention the titles of the story based on the pictures above?

Source

- (i) <http://www.mikelockett.com>
- (ii) <http://1.bp.blogspot.com>
- (iii) <http://hubpages.com>
- (iv) <http://hubpages.com>
- (v) <http://4.bp.blogspot.com>

ACTIVITY 2 Let's Learn the Model

Read and learn the generic structure of the text. Then sequence the pictures below.

THE LION AND THE MOUSE



A little mouse was passing through a lion's den. The lion caught him and was about to smash him when the little mouse spoke, "Sir, please let me go, and I will do you a good turn one day, for sparing my life."

The lion was rather amused to hear this, thinking, "What good can he do me. . ." but he let him go.

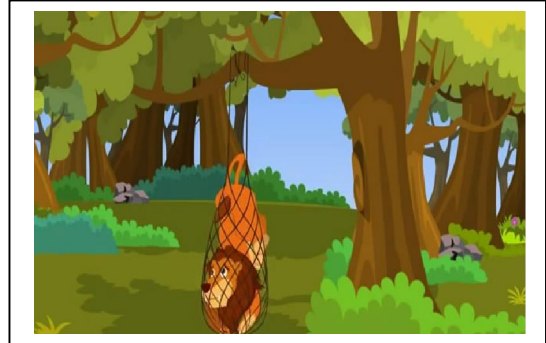
Two weeks later, some huntsmen came to the same forest and spread a net around the lion's den. The lion was captured. He struggled hard to set himself free but he soon realised he was trapped. He roared with anger.

The little mouse was looking for food, when he heard the lion's roar. He ran to him. Seeing the lion caught in the rope, he started gnawing at it at once. The mouse had sharp teeth and he soon freed the lion.

The lion was very grateful to the little mouse. From that day, they became best friend.

<http://shortstoriesshort.com/story/the-lion-and-the-mouse/>





ACTIVITY 3 Lets Learn to Construct Texts

Work in pairs and answer the questions:

1. What is the moral of this story?
2. What was the lion doing when the mouse ran into his paws?
3. Why did the lion let the mouse go?
4. Who trapped the lion?
5. Why did the mouse help the lion?
6. Do you think the story has happy ending or sad ending? Why?
7. How do you help your friends? Why?
8. What do you like about them?

ACTIVITY 4

Work in pairs. Complete the blanks with the words provided in the box. Don't forget to change them into past form.

be laugh hear set tie catch has come

1. The lion was sleeping in his den when a little mouse.....
2. The lion.....the mouse with his paws.
3. The mouse.....very scared of the lion.
4. The lion just.....when he heard the mouse would do him a favour one day.
5. Some hunters.....a trap in the forest near the lion's den.
6. They.....the lion in the tree with a tight rope so the lion couldn't escape easily.
7. The mouse.....the lion's roared and came to help him.
8. The mouse.....sharp teeth so he could chewed the rope.

ACTIVITY 5

Work in your group. Cut and rearrange these following pictures and sentences to form a good story. After that, write the ending of the story.

THE BOY WHO CRIED WOLF



The villagers were confused and said, "Dear boy, you must not play such tricks. This is not a laughing matter." "Alright," said the boy. "I won't play that trick again." The villagers **went** back to the town and the boy went back to his sheep.



The villagers **looked** up from their work. "We see now that you are truly upset, just as we were when you tricked us."



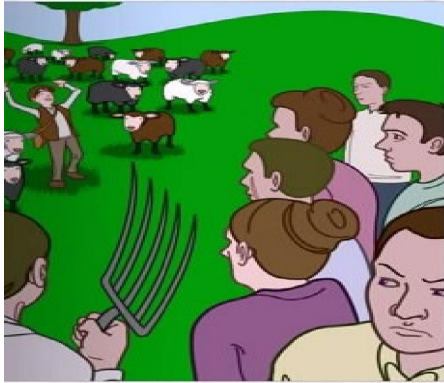
The kind villagers **left** their work and ran to the field to help him. But when they got there the boy just laughed at them. There was no wolf there at all!



Again the kind villagers came running and when they **reached** the boy again he laughed at them. There were still no wolves.



Still another day the boy **tried** the same trick again. He yelled out with all his might: "Wolf! Wolf! Help me the wolves are coming after my sheep!"



Then one day a wolf did break into the herd of sheep. He began taking the sheep one by one away from the field. In a great fright, the boy **ran** for help. "Wolf! Wolf!" he screamed. "There truly is a wolf in my flock of sheep! Help!"



There once **was** a shepherd-boy who kept his sheep outside of a village.



The villagers heard him but they thought it was another mean trick. No one **paid** any attention to the crying boy.



The villagers **were** now upset with the boy. They looked down at him and said, "This is not a laughing matter. You play these tricks but they are not funny. We are beginning to feel like you do not truly need our help when you say you do!" The villagers went back to the town and the boy went back to his sheep.



"Please, please!" **pleaded** the boy. "I am so sorry for lying. I promise never to trick you again! I promise to only tell the truth!"



One day, he thought he **would** play a trick on the villagers and have some fun. He ran toward the village crying out with all his might: "Wolf! Wolf! Come and help me! The wolves are trying to get my sheep!"

Make the ending of the story by your own

RENCANA PELAKSANAAN PEMBELAJARAN 3

(RPP)

Satuan Pendidikan : SMA N 1 SRANDAKAN
Mata pelajaran : Bahasa Inggris
Kelas / Semester : X / 2
Ketrampilan : Menulis
Alokasi Waktu : 2 x 45 menit (1 pertemuan)

A. STANDAR KOMPETENSI

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari.

B. KOMPETENSI DASAR

12.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam berbagai konteks kehidupan sehari-hari dalam teks: narrative, descriptive, dan news item.

C. INDIKATOR

Siswa dapat:

1. Mengidentifikasi generic structure dari teks naratif.
2. Menggunakan simple past tense yang tepat dalam menulis teks naratif.
3. Menulis sebuah teks naratif berdasarkan picture series.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa diharapkan dapat menulis sebuah teks naratif.

E. MATERI PEMBELAJARAN

Terlampir

F. METODE PEMBELAJARAN

(Communicative Language Teaching: Text-based Approach)

The Four-Stage Technique

1. Building Knowledge of Field
2. Modelling of Text
3. Joint Construction of Text
4. Independent Construction of Text

G. LANGKAH PEMBELAJARAN

Tahap Kegiatan	Aktivitas Pembelajaran	Alokasi Waktu	Karakter
Kegiatan awal	a) Membuka kelas dengan salam. (Good morning everyone? How are you today?) b) Mengawali pelajaran dengan doa. (Before we start, let's say a short prayer, shall we) c) Mengecek kehadiran siswa. (Is everybody here? Who is absent today?) d) Apersepsi	5 menit	religius
Kegiatan inti	a. Building Knowledge of Field a. Guru mereview pelajaran minggu lalu dan membahas pekerjaan rumah siswa. b. Guru mengaktifkan pengetahuan siswa dengan mengajukan beberapa pertanyaan tentang judul cerita apa saja yang pernah mereka ketahui yang tokohnya adalah seekor monyet.	15 menit	
	b. Modeling of the Text a. Guru menunjukkan satu set picture series	20 menit	

	<p>cerita berjudul The Hat Seller and the Naughty Monkeys.</p> <p>b. Guru dan siswa mendiskusikan jalan cerita berdasarkan gambar.</p> <p>c. Guru mendiskusikan kosakata yang digunakan dalam picture series.</p> <p>c. Joint Construction of Text</p> <p>a. Siswa menentukan gambar mana saja yang menjadi orientation, complication dan reorientation dari cerita.</p> <p>b. Siswa membuat kalimat sesuai dengan beberapa kosakata yang telah didiskusikan</p> <p>c. Siswa mengembangkan kalimat-kalimat sesuai dengan picture series.</p> <p>d. Siswa menyusun draft teks naratif.</p> <p>e. Independent Construction of Text</p> <p>a. Siswa merevisi draftnya dan menghasilkan produk akhir berupa teks naratif.</p>	<p>20 menit</p> <p>25 menit</p>	<p>Tekun</p>
Kegiatan akhir	<p>a. Guru menanyakan kesulitan siswa.</p> <p>b. Guru dan siswa menyimpulkan materi pembelajaran.</p> <p>c. Guru menyampaikan preview materi yang akan dipelajari dipertemuan selanjutnya.</p> <p>d. Penutup.</p>	10 menit	

H. MEDIA PEMBELAJARAN

Lembar kerja siswa, papan tulis, board marker, picture series

I. REFERENSI

Anderson, Mark and Anderson, Kathy. 1997. Text Types in English. South Yarra: Macmillan Education Australia.

Doddy, Achmad. Sugeng, Ahmad. Effendi. 2008. Developing English Competencies. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

J. PENILAIAN

a. Indikator Penilaian

Indikator penilaian	Teknik penilaian	Instrumen penilaian
Mengidentifikasi generic structure dari teks naratif.	Tes tertulis	Look at the pictures then decide which pictures will be the orientation, complication, and reorientation.
Menggunakan simple past tense yang tepat dalam menulis teks naratif.	Tes tertulis	Look at the pictures and learn the story. Then, write sentences based on the verbs provided.
Menulis sebuah teks naratif berdasarkan picture series.	Tes tertulis	Compose the story entitled The Hat Seller and the Naughty Monkeys based on the pictures above.

b. Rubrik Penilaian

Diambil dari rubrik penilaian dari Jacob et.al dalam Weigle (2002), terlampir.

Score	Categorization
87.5–100	Excellent
75–87.4	Very good
62.5–74.9	Good
50–62.4	Fair

37.5–49.9	Poor
25–37.4	Very poor

Nilai tertinggi = 100

Srandakan, Februari 2014

Guru Bahasa Inggris

Peneliti

Is Endri Akhzan, S.Pd.

NIP. 1977 03072008 011009

Erika Yulia Puspitasari

NIM.10202244011

ACTIVITY 1 Let's Build the Field

Answer the questions orally.

1. Have you ever read a story about monkey?
2. What is the title of the story?
3. Do you like the story?
4. Tell the class about it.

ACTIVITY 2 Let's Learn the Model

Look at the pictures then decide which pictures will be the orientation, complication, and reorientation.

(Picture Enclosed)

ACTIVITY 3 Let's Practice

Look at the pictures and learn the story. Then, write sentences based on the verbs provided.

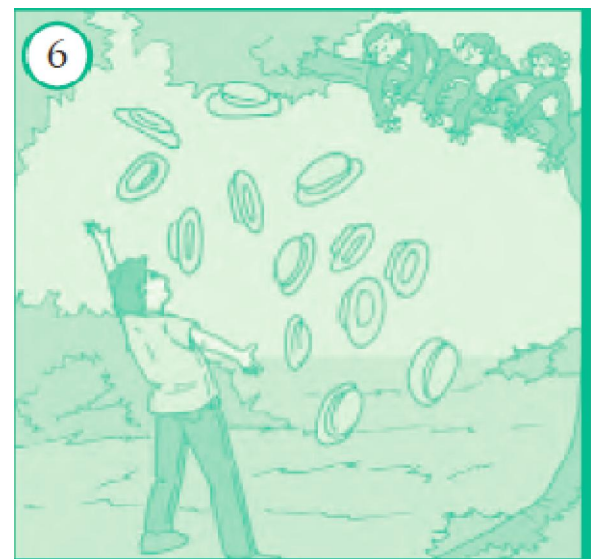
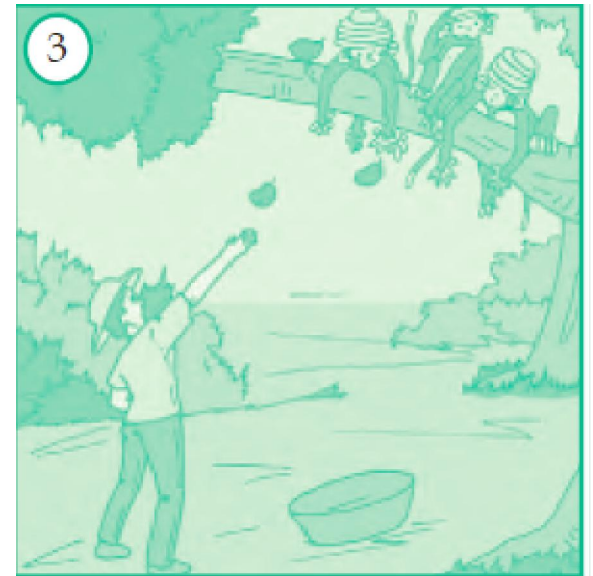
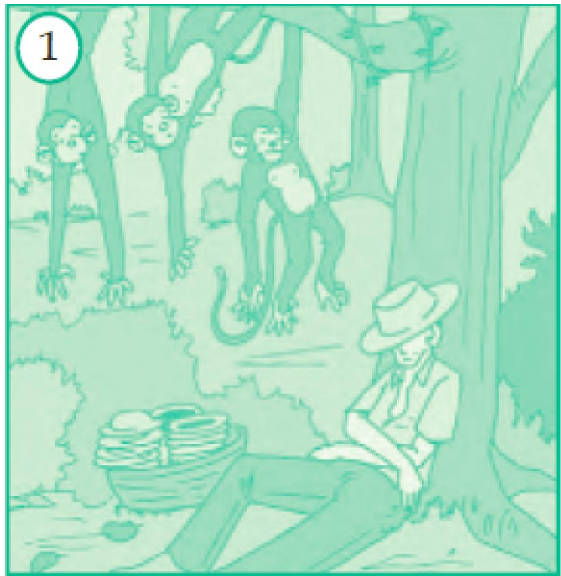
Throw	sleep	take a rest	steal	climb	imitate
Collect	sell	wear			

(Pictures enclosed)

ACTIVITY 4 Let's Write

Compose the story entitled The Hat Seller and the Naughty Monkeys based on the pictures above.

(Picture enclosed)



RENCANA PELAKSANAAN PEMBELAJARAN 4

(RPP)

Satuan Pendidikan : SMA N 1 SRANDAKAN
Mata pelajaran : Bahasa Inggris
Kelas / Semester : X / 2
Ketrampilan : Menulis
Alokasi Waktu : 4 x 45 menit (2 pertemuan)

A. STANDAR KOMPETENSI

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari.

B. KOMPETENSI DASAR

12.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam berbagai konteks kehidupan sehari-hari dalam teks: narrative, descriptive, dan news item.

C. INDIKATOR

Siswa dapat:

1. mengidentifikasi generic structure dari teks naratif
2. mencari makna dari kosakata sukar yang ada dalam teks naratif
3. membuat kalimat past tense dengan tepat berdasarkan picture series.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa diharapkan dapat menulis sebuah teks naratif.

E. MATERI PEMBELAJARAN

Terlampir

F. METODE PEMBELAJARAN

(Communicative Language Teaching: Text-based Approach)

The Four-Stage Technique

1. Building Knowledge of Field
2. Modelling of Text
3. Joint Construction of Text
4. Independent Construction of Text

G. LANGKAH PEMBELAJARAN

Tahap Kegiatan	Aktivitas Pembelajaran	Alokasi Waktu	Karakter
Kegiatan awal	a) Membuka kelas dengan salam. (Good morning everyone? How are you today?) b) Mengawali pelajaran dengan doa. (Before we start, let's say a short prayer, shall we) c) Mengecek kehadiran siswa. (Is everybody here? Who is absent today?) d) Apersepsi	5 menit	
Kegiatan inti	a. Building Knowledge of Field a. Guru bertanya kepada siswa cerita tentang dongeng apa yang pernah mereka ketahui. b. Guru mengaktifkan pengetahuan siswa dengan menunjukkan gambar tokoh-tokoh yang ada didalam dongeng dan mengenalkan beberapa kosakata yang sering dipergunakan dalam cerita.	15 menit	Kreatif
	b. Modeling of the Text a. Guru memberikan input berupa satu set picture series dan potongan cerita	20 menit	

	berjudul Rapunzel. b. Guru mendiskusikan jalan cerita dan juga generic structure serta language feature dari teks naratif. c. Joint Construction of Text a. Siswa mencari makna dari kosakata sulit yang digunakan dalam teks naratif berjudul Rapunzel. b. Siswa menulis satu kalimat dari masing-masing gambar.	20 menit	
	c. Independent Construction of Text a. Siswa melanjutkan cerita Rapunzel dengan mengembangkan kalimat berdasarkan picture series.	25 menit	Mandiri
Kegiatan akhir	a) Guru menanyakan kesulitan siswa. b) Guru dan siswa menyimpulkan materi pembelajaran. c) Guru menyampaikan preview materi yang akan dipelajari dipertemuan selanjutnya. d) Penutup.	5 menit	

H. MEDIA PEMBELAJARAN

Lembar kerja siswa, papan tulis, board marker, picture series

I. REFERENSI

Anderson, Mark and Anderson, Kathy. 1997. Text Types in English. South Yarra: Macmillan Education Australia.

[www.youtube.com/appu series/rapunzel](http://www.youtube.com/appu%20series/rapunzel) diambil pada tanggal 5 Februari 2014.

J. PENILAIAN

a. Indikator Penilaian

Indikator penilaian	Teknik penilaian	Instrumen penilaian
Mengidentifikasi generic structure dari teks naratif.	Tes tertulis	Learn the pictures and read the pieces of story. Decide which pictures will be the orientation, complication, and resolution.

Mencari makna dari kosakata sukar yang ada dalam teks naratif	Tes tertulis	Look up the Indonesian meaning of these words in the dictionary.
Membuat kalimat past tense dengan tepat berdasarkan picture series.	Tes tertulis	Continue the story of Rapunzel by writing as many sentences based on the pictures above. The cue words in activity 3 may help you.

b. Rubrik Penilaian

Diambil dari rubrik penilaian dari Jacob et.al dalam Weigle (2002), terlampir.

Score	Categorization
87.5–100	Excellent
75–87.4	Very good
62.5–74.9	Good
50–62.4	Fair
37.5–49.9	Poor
25–37.4	Very poor

Nilai tertinggi = 100

Srandakan, Februari 2014

Guru Bahasa Inggris

Peneliti

Is Endri Akhzan, S.Pd.

NIP. 1977 03072008 011009

Erika Yulia Puspitasari

NIM.10202244011

ACTIVITY 1 Let's Learn the Vocabulary

Put these words under the correct pictures.

a sword

a princess

a mermaid

a prince

a fairy godmother

a giant

dwarves

a castle

a witch

an elf

ACTIVITY 2 Let's Learn the Model

Learn the pictures and read the pieces of story. Decide which pictures will be the orientation, complication, and resolution.

RAPUNZEL



A long time ago there lived a young couple, a man and his wife. His wife was expecting their baby. She wanted to eat a fruit that only grew in her neighbor's garden. She wanted it so much. She even intended to steal it herself, but later on, she sent her husband to steal it.



Unfortunately, Mother Gothel, the owner of the garden, caught him doing it. She was a witch. Then, Mother Gothel forced the couple to give their first baby to her.



A few months later, the baby was born. It was a girl and named Rapunzel. Soon, this baby was taken away to live with Mother Gothel.



Rapunzel grew to be a beautiful young girl with her long golden hair. At first, she was cared for in a normal way. When she reached puberty, she was locked in a tower so that she would never leave Mother Gothel. The tower stood in the forest. It could only be entered by climbing on Rapunzel's long hair. To cheer herself up, she loved to sing every day.



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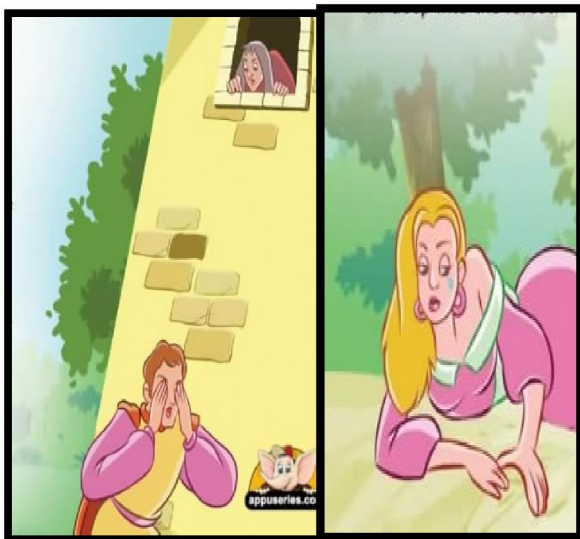
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ACTIVITY 3 Let's Practice

Look up the Indonesian meaning of these words in the dictionary.

- | | |
|-----------|---|
| 1. Climb | = |
| 2. Tears | = |
| 3. Wander | = |
| 4. Push | = |
| 5. Blind | = |
| 6. Curse | = |
| 7. Forest | = |
| 8. Tower | = |

ACTIVITY 4 Let's Write

Continue the story of Rapunzel by writing as many sentences based on the pictures above. The cue words in activity 3 may help you.

RENCANA PELAKSANAAN PEMBELAJARAN 6

(RPP)

Satuan Pendidikan : SMA N 1 SRANDAKAN
Mata pelajaran : Bahasa Inggris
Kelas / Semester : X / 2
Ketrampilan : Menulis
Alokasi Waktu : 2 x 45 menit (1 pertemuan)

A. STANDAR KOMPETENSI

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari.

B. KOMPETENSI DASAR

12.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam berbagai konteks kehidupan sehari-hari dalam teks: narrative, descriptive, dan news item.

C. INDIKATOR

Siswa dapat:

1. Mengidentifikasi alur cerita beserta generic structure dan language feature dari teks naratif
2. Menemukan makna kosakata sukar dari cerita naratif
3. Menulis sebuah teks naratif berdasarkan picture series

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa diharapkan dapat menulis sebuah teks naratif.

E. MATERI PEMBELAJARAN

Terlampir

F. METODE PEMBELAJARAN

(Communicative Language Teaching: Text-based Approach)

The Four-Stage Technique

1. Building Knowledge of Field
2. Modelling of Text
3. Joint Construction of Text
4. Independent Construction of Text

G. LANGKAH PEMBELAJARAN

Tahap Kegiatan	Aktivitas Pembelajaran	Alokasi Waktu	Karakter
Kegiatan awal	a) Membuka kelas dengan salam. (Good morning everyone? How are you today?) b) Mengawali pelajaran dengan doa. (Before we start, let's say a short prayer, shall we) c) Mengecek kehadiran siswa. (Is everybody here? Who is absent today?) d) Apersepsi	5 menit	
Kegiatan inti	a. Building Knowledge of Field a. Guru mereview materi pelajaran pada pertemuan sebelumnya. b. Guru mengaktifkan pengetahuan siswa dengan mengajukan beberapa pertanyaan terkait topik. b. Modeling of the Text a. Guru memberikan input berupa satu set picture series cerita berjudul The Elves and the Shoemaker. b. Guru mendiskusikan jalan cerita dan juga generic structure. c. Guru memberi contoh membuat kalimat	15 menit 20 menit	

	<p>past tense yang tepat sesuai dengan picture series.</p> <p>c. Joint Construction of Text</p> <p>a. Siswa mencari makna dari kosakata sulit yang digunakan dalam cerita The Elves and the Shoemaker.</p> <p>d. Independent Construction of Text</p> <p>a. Siswa menulis cerita berdasarkan picture series dengan menggunakan kalimat past tense yang tepat.</p>	<p>10 menit</p> <p>30 menit</p>	<p>Rasa ingin tahu</p> <p>Mandiri</p>
Kegiatan akhir	<p>Guru menanyakan kesulitan siswa.</p> <p>a) Guru dan siswa menyimpulkan materi pembelajaran.</p> <p>b) Guru menyampaikan preview materi yang akan dipelajari dipertemuan selanjutnya.</p> <p>c) Penutup.</p>	10 menit	

H. MEDIA PEMBELAJARAN

Lembar kerja siswa, papan tulis, board marker, picture series

I. REFERENSI

Anderson, Mark and Anderson, Kathy. 1997. Text Types in English. South Yarra:

Macmillan Education Australia.

www.youtube.com/theelvesandtheshoemaker diambil pada tanggal 17

Februari 2014.

J. PENILAIAN

a. Indikator Penilaian

Indikator penilaian	Teknik penilaian	Instrumen penilaian
Mengidentifikasi alur cerita beserta generic structure dan language feature dari teks naratif.	Tes tertulis	Look at the pictures and learn the story. Decide which pictures will be the orientation, complication, and resolution.
Menemukan makna kosakata sukar dari cerita naratif.	Tes tertulis	Look up the meaning of these words by using the dictionary.
Menulis sebuah teks naratif	Tes	Write a story of The Elves and the

berdasarkan picture series.	tertulis	Shoemaker by making as many sentences based on picture series.
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b. Rubrik Penilaian

Diambil dari rubrik penilaian dari Jacob et.al dalam Weigle (2002), terlampir.

Score	Categorization
87.5–100	Excellent
75–87.4	Very good
62.5–74.9	Good
50–62.4	Fair
37.5–49.9	Poor
25–37.4	Very poor

Nilai tertinggi = 100

Srandakan, Februari 2014

English Teacher

Researcher

Is Endri Akhzan, S.Pd.

NIP. 1977 03072008 011009

Erika Yulia Puspitasari

NIM.10202244011

ACTIVITY 1 Lets Learn

Look at the pictures and learn the story. Decide which pictures will be the orientation, complication, and resolution.

(Pictures enclosed)

ACTIVITY 2 Lets Practice

Look up the meaning of these words by using the dictionary.

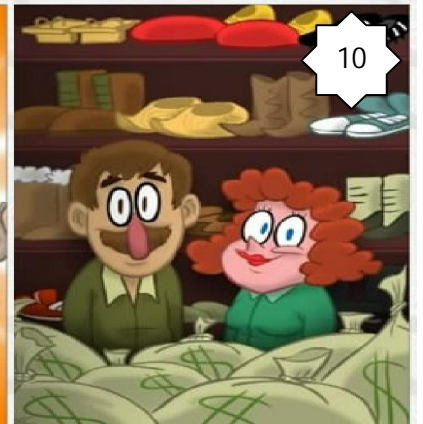
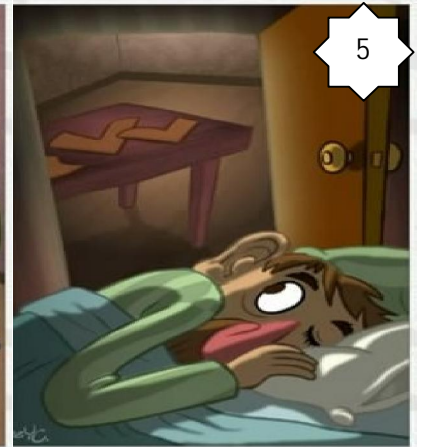
Leather	sew	shoes	elves	sell	rich
Wear	pair	poor	hide	see	curious

ACTIVITY 3 Lets Write

Write a story of The Elves and the Shoemaker by making as many sentences based on picture series.

(Pictures enclosed)

THE ELVES AND THE SHOEMAKER



Leather	sew	shoes	elves	sell	rich
Wear	pair	poor	hide	see	curious

APPENDIX E

OBSERVATION

CHECKLISTS

OBSERVATION CHECKLIST 1

Day/Date : Thursday/February 6th 2014

Time : 07.00-08.30 a.m.

Place : X2 Class

Observer : Is Endri Akhzan, S.Pd.

Check each item in the column that most clearly represents your observation.

No.	Observation Items	Yes	No	Description
	The Teaching and Learning Process of Writing			
A.	Pre-Teaching			
1	The teacher greets the students.			
2	The students respond to the greetings.			
3	The teacher leads prayer.			
4	The teacher checks the students' attendance.			
5	. The students are ready to learn the material.			
6	The teacher informs the objectives of the lesson			
7	The teacher introduces the text that will be learned.			
B.	While-Teaching			
1	The teacher stimulates the students' background knowledge before going to the topic.			
2	The teacher gives a set of picture series accompanied by text as an input.			
3	The teacher asks the students' to read the text.			
4	The students read the text.			
5	The teacher recalls students' understanding about the generic structure and language features of narrative text to the students.			
6	The teacher gives picture based task.			
7	The teacher and the students discuss the story which is represented by the picture series.			
8	The teacher elicits the students' understanding of the vocabulary by using the pictures.			
9	The teacher gives chances to the students to ask questions.			

10	The students ask questions related to the material.			
11	The students pay attention to the teacher's explanation.			
12	The teacher spreads worksheets for the students.			
13	The teacher gives example in making a good sentence.			
14	The teacher asks the students to make sentences based on the pictures.			
15	The students are motivated in doing the writing task given by the teacher.			
16	The teacher reminds the students to be careful in spelling and punctuating.			
17	The teacher guides the students in every stage of writing process.			
18	The teacher moves around the class to see the students' progress.			
19	The students do the task.			
20	The students use dictionary to find the difficult words.			
C.	Post-Teaching			
1	The teacher gives feedback about the students' works orally or writtenly.			
2	The teacher summarizes and encourages the students to reflect the lesson.			
3	The teacher gives further guidance for the upcoming material.			
4	The teacher closes the lesson.			
D.	Classroom Situation			
1	The students are actively involved during the teaching and learning process.			
2	The students show enthusiasm during the teaching and learning process.			
3	The time allocation is appropriate.			
4	The teacher's instruction is clear.			
5	The teacher can manage the class well.			
6	Teacher and students have a good interaction during the lesson.			
7	Media used by the teacher are sufficient.			

OBSERVATION CHECKLIST 2

Day/Date : Saturday/February 8th 2014

Time : 07.00-08.30 a.m.

Place : X2 Class

Observer : Is Endri Akhzan, S.Pd.

Check each item in the column that most clearly represents your observation.

No.	Observation Items	Yes	No	Description
	The Teaching and Learning Process of Writing			
A.	Pre-Teaching			
1	The teacher greets the students.			
2	The students respond to the greetings.			
3	The teacher leads prayer.			
4	The teacher checks the students' attendance.			
5	. The students are ready to learn the material.			
6	The teacher informs the objectives of the lesson			
7	The teacher introduces the text that will be learned.			
B.	While-Teaching			
1	The teacher stimulates the students' background knowledge before going to the topic.			
2	The teacher gives a set of picture series accompanied by text as an input.			
3	The teacher asks the students' to read the text.			
4	The students read the text.			
5	The teacher recalls students' understanding about the generic structure and language features of narrative text to the students.			
6	The teacher gives picture based task.			
7	The teacher and the students discuss the story which is represented by the picture series.			
8	The teacher elicits the students' understanding of the vocabulary by using the pictures.			
9	The teacher gives chances to the students to ask questions.			

10	The students ask questions related to the material.			
11	The students pay attention to the teacher's explanation.			
12	The teacher spreads worksheets for the students.			
13	The teacher gives example in making a good sentence.			
14	The teacher asks the students to make sentences based on the pictures.			
15	The students are motivated in doing the writing task given by the teacher.			
16	The teacher reminds the students to be careful in spelling and punctuating.			
17	The teacher guides the students in every stage of writing process.			
18	The teacher moves around the class to see the students' progress.			
19	The students do the task.			
20	The students use dictionary to find the difficult words.			
C.	Post-Teaching			
1	The teacher gives feedback about the students' works orally or writtenly.			
2	The teacher summarizes and encourages the students to reflect the lesson.			
3	The teacher gives further guidance for the upcoming material.			
4	The teacher closes the lesson.			
D.	Classroom Situation			
1	The students are actively involved during the teaching and learning process.			
2	The students show enthusiasm during the teaching and learning process.			
3	The time allocation is appropriate.			
4	The teacher's instruction is clear.			
5	The teacher can manage the class well.			
6	Teacher and students have a good interaction during the lesson.			
7	Media used by the teacher are sufficient.			

OBSERVATION CHECKLIST 3

Day/Date : Thursday/February 13th 2014

Time : 07.00-08.30 a.m.

Place : X2 Class

Observer : Is Endri Akhzan, S.Pd.

Check each item in the column that most clearly represents your observation.

No.	Observation Items	Yes	No	Description
	The Teaching and Learning Process of Writing			
A.	Pre-Teaching			
1	The teacher greets the students.			
2	The students respond to the greetings.			
3	The teacher leads prayer.			
4	The teacher checks the students' attendance.			
5	. The students are ready to learn the material.			
6	The teacher informs the objectives of the lesson			
7	The teacher introduces the text that will be learned.			
B.	While-Teaching			
1	The teacher stimulates the students' background knowledge before going to the topic.			
2	The teacher gives a set of picture series accompanied by text as an input.			
3	The teacher asks the students' to read the text.			
4	The students read the text.			
5	The teacher recalls students' understanding about the generic structure and language features of narrative text to the students.			
6	The teacher gives picture based task.			
7	The teacher and the students discuss the story which is represented by the picture series.			
8	The teacher elicits the students' understanding of the vocabulary by using the pictures.			
9	The teacher gives chances to the students to ask questions.			

10	The students ask questions related to the material.			
11	The students pay attention to the teacher's explanation.			
12	The teacher spreads worksheets for the students.			
13	The teacher gives example in making a good sentence.			
14	The teacher asks the students to make sentences based on the pictures.			
15	The students are motivated in doing the writing task given by the teacher.			
16	The teacher reminds the students to be careful in spelling and punctuating.			
17	The teacher guides the students in every stage of writing process.			
18	The teacher moves around the class to see the students' progress.			
19	The students do the task.			
20	The students use dictionary to find the difficult words.			
C.	Post-Teaching			
1	The teacher gives feedback about the students' works orally or writtenly.			
2	The teacher summarizes and encourages the students to reflect the lesson.			
3	The teacher gives further guidance for the upcoming material.			
4	The teacher closes the lesson.			
D.	Classroom Situation			
1	The students are actively involved during the teaching and learning process.			
2	The students show enthusiasm during the teaching and learning process.			
3	The time allocation is appropriate.			
4	The teacher's instruction is clear.			
5	The teacher can manage the class well.			
6	Teacher and students have a good interaction during the lesson.			
7	Media used by the teacher are sufficient.			

OBSERVATION CHECKLIST 4

Day/Date : Thursday/February 20th 2014

Time : 07.00-08.30 a.m.

Place : X2 Class

Observer : Is Endri Akhzan, S.Pd.

Check each item in the column that most clearly represents your observation.

No.	Observation Items	Yes	No	Description
	The Teaching and Learning Process of Writing			
A.	Pre-Teaching			
1	The teacher greets the students.			
2	The students respond to the greetings.			
3	The teacher leads prayer.			
4	The teacher checks the students' attendance.			
5	. The students are ready to learn the material.			
6	The teacher informs the objectives of the lesson			
7	The teacher introduces the text that will be learned.			
B.	While-Teaching			
1	The teacher stimulates the students' background knowledge before going to the topic.			
2	The teacher gives a set of picture series accompanied by text as an input.			
3	The teacher asks the students' to read the text.			
4	The students read the text.			
5	The teacher recalls students' understanding about the generic structure and language features of narrative text to the students.			
6	The teacher gives picture based task.			
7	The teacher and the students discuss the story which is represented by the picture series.			
8	The teacher elicits the students' understanding of the vocabulary by using the pictures.			
9	The teacher gives chances to the students to ask questions.			

10	The students ask questions related to the material.			
11	The students pay attention to the teacher's explanation.			
12	The teacher spreads worksheets for the students.			
13	The teacher gives example in making a good sentence.			
14	The teacher asks the students to make sentences based on the pictures.			
15	The students are motivated in doing the writing task given by the teacher.			
16	The teacher reminds the students to be careful in spelling and punctuating.			
17	The teacher guides the students in every stage of writing process.			
18	The teacher moves around the class to see the students' progress.			
19	The students do the task.			
20	The students use dictionary to find the difficult words.			
C.	Post-Teaching			
1	The teacher gives feedback about the students' works orally or writtenly.			
2	The teacher summarizes and encourages the students to reflect the lesson.			
3	The teacher gives further guidance for the upcoming material.			
4	The teacher closes the lesson.			
D.	Classroom Situation			
1	The students are actively involved during the teaching and learning process.			
2	The students show enthusiasm during the teaching and learning process.			
3	The time allocation is appropriate.			
4	The teacher's instruction is clear.			
5	The teacher can manage the class well.			
6	Teacher and students have a good interaction during the lesson.			
7	Media used by the teacher are sufficient.			

OBSERVATION CHECKLIST 5

Day/Date : Saturday/February 22nd 2014

Time : 07.00-08.30 a.m.

Place : X2 Class

Observer : Is Endri Akhzan, S.Pd.

Check each item in the column that most clearly represents your observation.

No.	Observation Items	Yes	No	Description
	The Teaching and Learning Process of Writing			
A.	Pre-Teaching			
1	The teacher greets the students.			
2	The students respond to the greetings.			
3	The teacher leads prayer.			
4	The teacher checks the students' attendance.			
5	. The students are ready to learn the material.			
6	The teacher informs the objectives of the lesson			
7	The teacher introduces the text that will be learned.			
B.	While-Teaching			
1	The teacher stimulates the students' background knowledge before going to the topic.			
2	The teacher gives a set of picture series accompanied by text as an input.			
3	The teacher asks the students' to read the text.			
4	The students read the text.			
5	The teacher recalls students' understanding about the generic structure and language features of narrative text to the students.			
6	The teacher gives picture based task.			
7	The teacher and the students discuss the story which is represented by the picture series.			
8	The teacher elicits the students' understanding of the vocabulary by using the pictures.			
9	The teacher gives chances to the students to ask questions.			

10	The students ask questions related to the material.			
11	The students pay attention to the teacher's explanation.			
12	The teacher spreads worksheets for the students.			
13	The teacher gives example in making a good sentence.			
14	The teacher asks the students to make sentences based on the pictures.			
15	The students are motivated in doing the writing task given by the teacher.			
16	The teacher reminds the students to be careful in spelling and punctuating.			
17	The teacher guides the students in every stage of writing process.			
18	The teacher moves around the class to see the students' progress.			
19	The students do the task.			
20	The students use dictionary to find the difficult words.			
C.	Post-Teaching			
1	The teacher gives feedback about the students' works orally or writtenly.			
2	The teacher summarizes and encourages the students to reflect the lesson.			
3	The teacher gives further guidance for the upcoming material.			
4	The teacher closes the lesson.			
D.	Classroom Situation			
1	The students are actively involved during the teaching and learning process.			
2	The students show enthusiasm during the teaching and learning process.			
3	The time allocation is appropriate.			
4	The teacher's instruction is clear.			
5	The teacher can manage the class well.			
6	Teacher and students have a good interaction during the lesson.			
7	Media used by the teacher are sufficient.			

OBSERVATION CHECKLIST 6

Day/Date : Thursday/February 27th 2014

Time : 07.00-08.30 a.m.

Place : X2 Class

Observer : Is Endri Akhzan, S.Pd.

Check each item in the column that most clearly represents your observation.

No.	Observation Items	Yes	No	Description
	The Teaching and Learning Process of Writing			
A.	Pre-Teaching			
1	The teacher greets the students.			
2	The students respond to the greetings.			
3	The teacher leads prayer.			
4	The teacher checks the students' attendance.			
5	. The students are ready to learn the material.			
6	The teacher informs the objectives of the lesson			
7	The teacher introduces the text that will be learned.			
B.	While-Teaching			
1	The teacher stimulates the students' background knowledge before going to the topic.			
2	The teacher gives a set of picture series accompanied by text as an input.			
3	The teacher asks the students' to read the text.			
4	The students read the text.			
5	The teacher recalls students' understanding about the generic structure and language features of narrative text to the students.			
6	The teacher gives picture based task.			
7	The teacher and the students discuss the story which is represented by the picture series.			
8	The teacher elicits the students' understanding of the vocabulary by using the pictures.			
9	The teacher gives chances to the students to ask questions.			

10	The students ask questions related to the material.			
11	The students pay attention to the teacher's explanation.			
12	The teacher spreads worksheets for the students.			
13	The teacher gives example in making a good sentence.			
14	The teacher asks the students to make sentences based on the pictures.			
15	The students are motivated in doing the writing task given by the teacher.			
16	The teacher reminds the students to be careful in spelling and punctuating.			
17	The teacher guides the students in every stage of writing process.			
18	The teacher moves around the class to see the students' progress.			
19	The students do the task.			
20	The students use dictionary to find the difficult words.			
C.	Post-Teaching			
1	The teacher gives feedback about the students' works orally or writtenly.			
2	The teacher summarizes and encourages the students to reflect the lesson.			
3	The teacher gives further guidance for the upcoming material.			
4	The teacher closes the lesson.			
D.	Classroom Situation			
1	The students are actively involved during the teaching and learning process.			
2	The students show enthusiasm during the teaching and learning process.			
3	The time allocation is appropriate.			
4	The teacher's instruction is clear.			
5	The teacher can manage the class well.			
6	Teacher and students have a good interaction during the lesson.			
7	Media used by the teacher are sufficient.			

APPENDIX F

SCORING RUBRIC

SCORING RUBRIC

Aspects of Writing	Level	Score	Criteria
Content	Excellent to Very Good	30-27	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	Good to Average	26-22	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks of detail
	Fair to Poor	21-17	Limited knowledge of subject, little substance, inadequate development of topic
	Very Poor	16-13	Does not show knowledge of subject, non substantive, not pertinent, not enough to evaluate
Organization	Excellent to Very Good	20-18	Fluent expressions, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	Good to Average	17-14	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	Fair to Poor	13-10	Ideas confused or disconnected, lacks logical sequencing and development
	Very Poor	9-7	Does not communicate, no organization, not enough to evaluate
Vocabulary	Excellent to Very Good	20-18	Sophisticated range, effective words/idiom choice and usage, word form mastery, appropriate register
	Good to Average	17-14	Adequate range, occasional errors of words/idiom form, choice, usage, but meaning not obscured
	Fair to Poor	13-10	Limited range, frequent errors of words/idiom form choices/usage, meaning confused or obscured
	Very Poor	9-7	Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate
Language use	Excellent to Very Good	25-22	Effective complex construction, few error of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	Good to Average	21-18	Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronoun, preposition, but meaning seldom obscured

	Fair to Poor	17-11	Major patterns in simple/complex construction, frequent error of negation, agreement, tense, number, word order/function, articles, pronoun, preposition and/or fragments, run on, deletions
	Very Poor	10-5	Virtually no mastery of sentence construction rules, dominated by errors does not communicate, not enough to evaluate
Mechanics	Excellent to Very Good	5	Demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	Good to Average	4	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to Poor	3	Occasional errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured
	Very Poor	2	No mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible

Jacobs et al.'s Scoring Rubric on Writing

APPENDIX G

THE STUDENTS' SCORES

The Result of Students' Writing in Content

No	Name	Pretest		Cycle 1		Cycle 2		Post test	
		R1	R2	R1	R2	R1	R2	R1	R2
1	Anggiet Setiawan	14	13	16	17	10	13	18	16
2	Apriawan Rifardi K	20	22	17	17	12	13	19	20
3	Arif Husni Kurniawan	-	-	-	-	-	-	-	-
4	Ayu Kartika Sari	17	17	23	22	22	23	22	22
5	Dista Sandria	17	15	20	17	22	20	21	16
6	Erni Sari	19	18	24	22	24	27	25	27
7	Farida Rahmawati	15	13	17	17	21	19	22	20
8	Fitri Fajar Lania	18	15	20	17	21	21	20	20
9	Galih Wisnu Broto	15	15	-	-	21	20	20	20
10	Indah Sulistyawati	13	13	17	17	23	23	19	17
11	Iqbal Prihantara	15	13	17	17	22	18	19	16
12	Krisna Agung Rikhardi	16	20	17	21	20	20	20	27
13	Lutfiana Diah	14	13	20	21	22	23	20	20
14	Mery Indriyani Puspita S	15	13	24	22	21	21	22	22
15	Moh Novandi	16	16	17	17	19	19	22	20
16	Niken Anjar Susanti	17	15	17	17	23	23	19	16
17	Nilfa Astriani	17	14	21	16	22	23	20	16
18	Noviana Ekawati	18	15	22	21	24	27	21	22
19	Oktafia Ratna Wulandari	16	20	19	17	22	23	23	23
20	Putri Endah K	17	21	24	22	23	24	25	22
21	Utami Rahmasari	18	13	22	16	23	26	26	22
22	Widy Admaji	14	13	21	15	19	18	20	19
23	Sintiya Mifti Danarum	20	21	21	17	25	28	26	27
Mean score		16.41	15.82	18.91	17.50	20.95	21.45	21.32	20.45
		16.11		18.20		21.20		20.88	

The Result of Students' Writing in Organization

No	Name	Pretest		Cycle 1		Cycle 2		Post test	
		R1	R2	R1	R2	R1	R2	R1	R2
1	Anggiet Setiawan	8	7	10	13	9	7	13	14
2	Apriawan Rifardi K	17	18	11	13	9	7	14	16
3	Arif Husni Kurniawan	-	-	-	-	-	-	-	-
4	Ayu Kartika Sari	15	14	18	16	16	16	16	16
5	Dista Sandria	12	10	14	14	16	15	15	13
6	Erni Sari	15	15	18	14	16	17	18	19
7	Farida Rahmawati	10	7	11	13	13	14	15	18
8	Fitri Fajar Lania	13	10	15	13	13	16	14	17
9	Galih Wisnu Broto	10	8	-	-	13	14	15	16
10	Indah Sulistyawati	12	7	13	13	16	17	14	14
11	Iqbal Prihantara	10	7	11	13	14	14	14	14
12	Krisna Agung Rikhardi	14	12	11	14	14	15	14	19
13	Lutfiana Diah	8	7	14	13	16	16	14	14
14	Mery Indriyani Puspita S	10	7	17	14	14	16	15	16
15	Moh Novandi	14	10	11	13	13	14	15	16
16	Niken Anjar Susanti	10	9	12	13	16	16	14	14
17	Nilfa Astriani	11	8	14	13	15	16	14	14
18	Noviana Ekawati	13	10	16	14	16	17	14	16
19	Oktafia Ratna Wulandari	15	12	12	13	15	16	15	18
20	Putri Endah K	15	15	17	14	16	16	15	18
21	Utami Rahmasari	10	7	15	13	16	16	16	18
22	Widy Admaji	8	7	13	10	13	14	14	13
23	Sintiya Mifti Danarum	16	15	17	13	16	18	18	19
Mean score		12.09	10.09	13.18	12.68	14.32	14.86	14.82	16
		11.09		12.93		14.59		15.41	

The Result of Students' Writing in Language Use

No	Name	Pretest		Cycle 1		Cycle 2		Post test	
		R1	R2	R1	R2	R1	R2	R1	R2
1	Anggiet Setiawan	9	7	9	14	10	5	14	14
2	Apriawan Rifardi K	17	20	10	13	10	5	18	15
3	Arif Husni Kurniawan	-	-	-	-	-	-	-	-
4	Ayu Kartika Sari	11	11	16	18	16	16	18	15
5	Dista Sandria	15	18	11	15	19	16	17	14
6	Erni Sari	13	14	18	16	19	19	19	22
7	Farida Rahmawati	10	8	10	13	10	14	17	16
8	Fitri Fajar Lania	10	10	13	14	10	14	18	16
9	Galih Wisnu Broto	10	8	-	-	18	14	16	15
10	Indah Sulistyawati	10	8	10	14	20	16	16	16
11	Iqbal Prihantara	10	8	11	14	19	13	15	16
12	Krisna Agung Rikhardi	10	11	10	15	10	16	18	24
13	Lutfiana Diah	9	8	13	15	19	17	16	16
14	Mery Indriyani Puspita S	10	8	16	15	18	18	17	16
15	Moh Novandi	10	10	10	13	10	14	15	15
16	Niken Anjar Susanti	9	8	10	13	18	16	17	16
17	Nilfa Astriani	10	8	14	13	18	16	18	16
18	Noviana Ekawati	12	9	15	14	18	20	18	20
19	Oktafia Ratna Wulandari	13	12	11	13	18	16	18	21
20	Putri Endah K	13	13	15	13	18	17	18	22
21	Utami Rahmasari	11	8	13	13	18	18	19	22
22	Widy Admaji	10	8	13	10	16	14	16	17
23	Sintiya Mifti Danarum	12	13	15	13	19	22	19	23
Mean score		11.09	10.36	11.95	13.23	15.95	15.27	17.14	17.59
		10.72		12.59		15.61		17.36	

The Result of Students' Writing in Vocabulary

No	Name	Pretest		Cycle 1		Cycle 2		Post test	
		R1	R2	R1	R2	R1	R2	R1	R2
1	Anggiet Setiawan	9	9	8	13	9	7	14	13
2	Apriawan Rifardi K	16	18	9	13	9	7	14	15
3	Arif Husni Kurniawan	-	-	-	-	-	-	-	-
4	Ayu Kartika Sari	15	14	15	15	15	15	16	16
5	Dista Sandria	16	10	13	13	15	15	14	13
6	Erni Sari	16	16	16	14	15	17	16	18
7	Farida Rahmawati	10	10	11	13	13	14	14	16
8	Fitri Fajar Lania	14	11	13	13	13	18	14	16
9	Galih Wisnu Broto	11	10	-	-	14	16	14	16
10	Indah Sulistyawati	13	10	13	13	15	18	14	13
11	Iqbal Prihantara	14	10	9	13	15	13	14	13
12	Krisna Agung Rikhardi	12	11	11	14	12	15	15	17
13	Lutfiana Diah	9	10	12	14	15	15	13	15
14	Mery Indriyani Puspita S	11	10	16	14	15	14	14	15
15	Moh Novandi	13	10	10	13	11	14	13	15
16	Niken Anjar Susanti	10	10	10	13	14	15	14	13
17	Nilfa Astriani	14	10	13	12	15	14	14	13
18	Noviana Ekawati	16	8	13	14	15	18	14	16
19	Oktafia Ratna Wulandari	16	12	11	13	14	14	15	16
20	Putri Endah K	15	14	15	14	15	15	15	16
21	Utami Rahmasari	16	10	13	13	15	16	16	17
22	Widy Admaji	9	10	11	10	11	14	14	13
23	Sintiya Mifti Danarum	16	14	13	13	16	20	17	18
Mean score		13.23	11.32	11.59	12.59	13.68	14.73	14.45	15.14
		12.27		12.09		14.20		14.79	

The Result of Students' Writing in Mechanics

No	Name	Pretest		Cycle 1		Cycle 2		Post test	
		R1	R2	R1	R2	R1	R2	R1	R2
1	Anggiet Setiawan	2	2	2	3	3	2	3	3
2	Apriawan Rifardi K	3	4	3	3	3	2	4	4
3	Arif Husni Kurniawan	-	-	-	-	-	-	-	-
4	Ayu Kartika Sari	4	3	4	4	4	4	4	4
5	Dista Sandria	3	3	3	3	4	3	4	3
6	Erni Sari	4	3	4	4	4	4	4	4
7	Farida Rahmawati	2	2	2	3	3	3	4	3
8	Fitri Fajar Lania	3	3	2	3	3	4	3	3
9	Galih Wisnu Broto	3	3	-	-	4	3	4	3
10	Indah Sulistyawati	2	2	3	3	4	4	3	3
11	Iqbal Prihantara	3	2	2	3	4	3	3	3
12	Krisna Agung Rikhardi	2	3	3	3	3	4	4	4
13	Lutfiana Diah	3	2	3	3	4	4	3	4
14	Mery Indriyani Puspita S	3	2	4	4	4	4	4	4
15	Moh Novandi	2	3	2	3	3	3	3	3
16	Niken Anjar Susanti	3	3	3	2	4	4	4	3
17	Nilfa Astriani	3	3	4	2	4	4	4	3
18	Noviana Ekawati	4	3	4	3	4	4	4	4
19	Oktafia Ratna Wulandari	3	3	3	3	4	4	4	4
20	Putri Endah K	4	4	4	3	4	4	4	4
21	Utami Rahmasari	3	2	3	2	4	4	4	4
22	Widy Admaji	2	2	3	2	3	3	4	3
23	Sintiya Mifti Danarum	4	3	3	3	4	5	4	4
Mean score		2.95	2.73	2.91	2.82	3.68	3.59	3.73	3.5
		2.84		2.86		3.63		3.61	

APPENDIX H

T TEST ANALYSIS

DESCRIPTIVES VARIABLES=Rpretest Tpretest

/STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Rpretest	22	42.00	73.00	57.5455	8.64499
Tpretest	22	38.00	82.00	50.3182	12.02136
Valid N (listwise)	22				

CORRELATIONS

/VARIABLES=Rpretest Tpretest

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

Correlations

		Rpretest	Tpretest
Rpretest	Pearson Correlation	1	.752**
	Sig. (2-tailed)		.000
	N	22	22
Tpretest	Pearson Correlation	.752**	1
	Sig. (2-tailed)	.000	
	N	22	22

** . Correlation is significant at the 0.01 level (2-tailed).

DESCRIPTIVES VARIABLES=Rcycle1 Tcycle1

/STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
R Cycle I	21	45.00	80.00	61.3333	10.40833
T Cycle I	21	47.00	75.00	61.6190	5.97893
Valid N (listwise)	21				

CORRELATIONS

/VARIABLES=Rcycle1 Tcycle1

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

Correlations

		Rpretest	Tpretest
R cycle I	Pearson Correlation	1	.515*
	Sig. (2-tailed)		.017
	N	21	21
T cycle I	Pearson Correlation	.515*	1
	Sig. (2-tailed)	.017	
	N	21	21

*. Correlation is significant at the 0.05 level (2-tailed).

DESCRIPTIVES VARIABLES=Rcycle2 Tcycle2

/STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
R cycle2	22	41.00	80.00	68.5909	11.14262
T cycle2	22	34.00	93.00	69.9091	13.93491
Valid N (listwise)	22				

CORRELATIONS

/VARIABLES=Rcycle2 Tcycle2

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

Correlations

		Rcycle2	Tcycle2
R cycle2	Pearson Correlation	1	.872**
	Sig. (2-tailed)		.000
	N	22	22
T cycle2	Pearson Correlation	.872**	1
	Sig. (2-tailed)	.000	
	N	22	22

** . Correlation is significant at the 0.01 level (2-tailed).

DESCRIPTIVES VARIABLES=Rposttest Tposttest

/STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
R post test	22	62.00	82.00	71.2727	5.28413
T post test	22	59.00	91.00	72.6818	10.15305
Valid N (listwise)	22				

CORRELATIONS

/VARIABLES=Rposttest Tposttest

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

Correlations

		R post test	T post test
R post test	Pearson Correlation	1	.790**
	Sig. (2-tailed)		.000
	N	22	22
T post test	Pearson Correlation	.790**	1
	Sig. (2-tailed)	.000	
	N	22	22

** . Correlation is significant at the 0.01 level (2-tailed).

T-TEST PAIRS=PRETEST WITH POSTTEST (PAIRED)

/CRITERIA=CI(.9500)

/MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	53.9318	22	9.69081	2.06609
	POSTTEST	71.9773	22	7.34438	1.56583

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	22	.561	.007

Paired Samples Test

		Pair 1
		PRETEST - POSTTEST
Paired Differences	Mean	-18.04545
	Std. Deviation	8.24897
	Std. Error Mean	1.75869
	95% Confidence Interval of the Lower Difference	-21.70284
	Upper	-14.38807
T		-10.261
Df		21
Sig. (2-tailed)		.000

APPENDIX I
THE STUDENTS'
WRITINGS

PRE TEST

Name : SINTYA MIFTI DANARUM

Student Number: 23

Write your favourite narrative text, for example Roro Jonggrang, Golden Snail, Cinderella, Snow White, etc.

SNOW WHITE

Once upon a day, in kingdom lived a very wise king. was accompanied by a very beautiful girl empress, empress was now pregnant with the results of their marriage, their children are very beautiful, she was named Snow White as the name suggests she is very pretty, her skin very white, her hair very dark, but she is ~~not~~ hated by a witch, the witch fell in love by a beautiful face of Snow White. Once day the witch to order a people to kill Snow White, but he is not to have the heart kill Snow White, he order Snow White to run in the forest. In the forest she found a house, in the house she found a food, and ~~she~~ she saw bedroom with ~~very~~ ~~kind~~ ~~various~~ bed.

The student writing on pre test

Nama : Sintiya Mifti
Kelas : X 2

7 STUDENTS ACTIVITY 1

The Naughty Monkeys and The Hat Seller

There was a hat seller. His name was Mr Andre. He sold hat from one village to another. One day Mr Andie took a rest in the under a tree because tired, and then she fell asleep. Suddenly a group of monkeys came look mr-andre while slept.

Suddenly the monkeys take a hat and were for play. Suddenly mr-andie woke up and shocked. She pass chase monkeys and monkeys climbed tree and still hat mr-andre

Then mr-andie threw monkeys a mango. And monkeys re play threw a mango for mr-andie. Then mr-andie threw with a Hat. Then the group a monkeys re play threw with a Hat.

The student writing in cycle I

THE ELVES AND THE SHOEMAKER

One time ago There was a shoemaker, His name was Mr. Panna.
He made shoes,

one night he was sad, because The leather for made shoes decrease
but he had two leather for made 2 pair of shoes,
Then he went to sleep.

In the morning he woke up and he was very surprise.
because he saw his shoes were ready. he was
very happy and he sold the shoes, and The shoes
sold which high prize.

The next ~~one~~ night he left two pair of leather and he went to sleep.
In the morning he saw his shoes were ready again,
he was very curious, which The event, because
every he left leather on the table, every morning
his shoes were ready.

Another ~~one~~ night he left 4 pair of leather and The shoemaker and
his wife hide behind The door, and he saw two elves
were making shoes, After knew That The shoemaker and
his wife was intent making clothing for the elves.
The elves was very happy, and every night The elves making
shoes for shoemaker.

One day ~~his shoes were~~ all of his shoes were sold, and
The shoemaker and his wife had a shop. his shop was
popular and The shoemaker and his wife was very rich.

Name: Sanyo mitti

POST TEST

Name : Sintya Mifti Damarum

Student Number: 23

Write a narrative text, for example The Elves and the Shoemaker, The Lion and the Mouse, Rapunzel, etc.

THE LEGEND OF LAUT TAWAR LAKE

Folklore from Nenggroo Aceh Darussalam

A long time, there was a kingdom in Takengon, Nenggroo Aceh Darussalam. The king and the queen had a beautiful Princess. Her name was Princess Pukes. She was single. The king and the queen wanted her to get married soon.

However, they didn't know that their daughter already had a boy friend.

The Princess and her boy friend secretly got married, because her parents didn't approve their relationship and tried to separate them. When the king found out, he was really angry. Then the Princess was locked in her room and might not meet her husband.

The Princess tried to escape.

Unfortunately, she was caught! The soldiers immediately brought her to the king. The king was so angry. "You really make me angry! You're truly ungrateful daughter, if you want to leave this place, leave now! You can meet your husband. But remember on the way you go, don't look back. Something bad will happen to you if you look back." The king said.

Sadly, she walked and left the palace. Some soldiers followed her.

The king asked them to guard her. While she was walking, Princess Pukes heard her mother cried. Princess Pukes wanted to see her mother for the very last time. Then she looked back. Surprisingly, thunder attacked the kingdom. It was a very bright day, but suddenly rain fell heavily.

The guards asked the Princess to go in to a cave. And after the rain stopped, the guards asked the Princess to continue walking. They called out the Princess to go out. "My Princess, let's go now. The rain has stopped. We can continue walking." asked the guards. But the Princess didn't respond. Again, the guard asked her to go out. The guard were so curious. They went inside the cave. They were surprised. The Princess had changed into a stone.

Meanwhile, the heavy rain had created a new lake. The lake was so big and the people named it as Laut Tawar Lake. People also can still find the stone of Princess Pukes. The villagers said if some one lived near of the Laut Tawar Lake they would experience the same story of the Princess Pukes and they would cry and they don't want to go home.

The student writing on post test

PRE TEST

Name : ERNI

Student Number: 6

Write your favourite narrative text, for example Roro Jonggrang, Golden Snail, Cinderella, Snow White, etc.

Snow white

In earlier times there lived, who named snow white. He lived with his aunt and uncle because his parents died. One day she heard her uncle and aunt talking about leaving Snow white in the castle because they wanted to go to America and ~~on their~~ ~~travelling~~ they did not have enough money to take Snow white with them. Princess snow white did not want her uncle and aunt to do this. so decided to escape.

The next day she ran away ~~for~~ from home when her aunt and uncle were having breakfast, he fled into the wood, in the wood she felt very tired and hungry. after that she eat the breakfast.

The student writing on pre test

The Naughty Monkeys And The Hat Seller

One day there was a hat seller. His name was Mr. Lukman.
He sold hat from one village to another. When he passed trees,
he felt tired and then he took a rest under tree.

When the hat seller fell asleep, some monkeys stole that hats which
was sold by the hat seller.

The hat seller woke up, and he saw some monkeys stole that
hats. Then he threw mangoes for some monkeys. Some monkeys
imitated the hat seller with threw mangoes.

The hat seller was angry, then he threw hats which that wore.
Some monkeys imitated the hat seller with threw hats.

The student writing in cycle I

THE ELVES AND THE SHOEMAKER

Once upon time there was a Shoemaker, his name is Mr. Jong.
He was sad, because he want to made a shoes but he just just
had a piece of leather. Then he made pattern, but the leather
just ready a pair of shoes, then he went to sleep.

in the morning, the shoemaker was very surprize because
he saw her shoes were ready, he was very happy.

Then there was a buyer came to him, and then he bought his
shoes.

The next night, the shoemaker went to sleep, but before it he was
curious about who was made the shoes. Then he saw
a two elves was making the shoes

Another night, the shoemaker was making clothing for the elves,
The elves very happy and his shop ~~was~~ and his shop was popular.

POST TEST

Name : ERNI SARI

Student Number: 6

Write a narrative text, for example The Elves and the Shoemaker, The Lion and the Mouse, Rapunzel, etc.

"RAPUNZEL"

A long time ago there lived a young couple, a man and his wife, when his wife was pregnant their baby. His wife was to eat a fruit that only grew in her neighbor's garden.

Then, mother gothel the owner of the garden, caught him doing it. then mother gothel forced the couple to give their first baby to her.

One month later, the baby was born. it was a girl, her name is Rapunzel. This baby was take away to live with mother gothel.

Rapunzel grew to be a beautiful young girl with her long golden hair. when she reached puberty, she was locked in a tower so that she would never leave mother gothel.

One day, a prince saw Rapunzel in the tower. A prince called Rapunzel, and then Rapunzel put out her hair and a prince climbed in the tower.

when he arrived on the top of the tower, a prince and Rapunzel fell in love with each other.

The witch knew that a prince and Rapunzel fell in love with a prince. then witch cursed a prince became blind and the witch asked Rapunzel to go. A prince wandered in the forest.

Then, Rapunzel met a prince in the middle of the forest. Rapunzel cried and her tear fell in to the prince eyes.

Then a prince was healed and They lived happily.

The student writing on post test

PRE TEST

Name : Putri Endah K

Student Number: 20

Write your favourite narrative text, for example Roro Jonggrang, Golden Snail, Cinderella, Snow White, etc.

Cinderella

Long time ago there lived someone princess and her family. she is Cinderella. Cinderella always to suffer.

One day, the prince held a dance party. Cinderella to wish went to the party, but her mother not allowed. Cinderella so sad. Finally the fairy come to Cinderella and her help.

Cinderella went to the party. the fairy leaved message to Cinderella

The student writing on pre test

Nama : Putri Indah
Kelas : X

7

STUDENTS ACTIVITY 1

The naughty Monkey and The Hat seller

Once upon a time, there was a hat seller. He named is Mr. Antoko. He sold hat from one village to another. One day, he felt tired. He sit on the under tree he fell asleep.

Suddenly a group of monkeys came to hat seller. they stole the hat. ~~1~~ they wore the hat. ~~the~~ ~~hat~~ The hat seller ~~was~~ is woke up. he saw what they do. He felt angry. then he threw ~~with~~ with mango. The Monkeys replayed what he do. ~~He~~ He awared, that what he do would imitated.

~~Then~~ Then, he threw the hat. ~~the~~ ~~the~~ The Monkeys too threw him. Finally the hat came to him.

The student writing in cycle I

The elver and the shoemaker

Long time ago, there was a poor shoemaker. He with made a shoes. but he had a sheet leather. The leather just he can made a pair of shoes. He was very confused. Then he go a sleep.

In the morning, he found a pair of shoes. He sold this. In fact there was bought a shoes with a high price.

On the night he put the two pair of the pattern shoes. And bling, in the table there was two pair of shoes. Suddenly he was curious. He ask his wife look for who is made the shoes?

On the midnight, they hid in the behind door. He saw what that happen. In fact the shoes was made by the two elver. The elver sewed the shoes with carefully. Suddenly the shoemaker give the pair shirt and shoes. The elver wore the shirt be proudly.

Finally the family a shoe make became a rich. And they the lived happily.

POST TEST

Name : Putri Endah K

Student Number: X²

Write a narrative text, for example The Elves and the Shoemaker, The Lion and the Mouse, Rapunzel, etc.

The mouse deer and the Crocodile

In the forest, there was lived the mouse deer. One day the mouse deer wanted to go to the middle of the forest. He looked for food. Suddenly, in the middle road he interested with fruit across the river he wanted to go there. He was very confused about how to facing the river. Suddenly, a group of the crocodile came to him. The crocodile wanted ate the mouse deer. The mouse deer was panic. But he don't showed it. he try was calm. he asked "my body was small, didn't enough for you". The crocodile thought "that's true, his body didn't enough for me and my friend". the crocodile asked "okey what had you done?" the mouse deer replied "to make fair I wanted they arithmetic". the crocodile modeled his head. the mouse deer be start arithmetic "one, two, three, ...". One hour later "ninety nine, one hundred". the mouse deer jump to the edge of the river. "Thank, Mr. crocodile, you already helped me?" the mouse deer asked. The crocodile was shock. The crocodile wanted ran, but the mouse deer already for away.

The end

The student writing on post test

APPENDIX J

ATTENDANCE LIST

ATTENDANCE LIST

Class : X2

B: 8 G: 14 Total: 22

Semester : 2

Month: February & March 2014

No	NISN	Code	Name	Date							
				1	6	8	13	20	22	27	1
1	1202	S1	ANGGIET SETIAWAN								I
2	1203	S2	APRIAWAN RIFARDI K	A							
3	1204	S3	ARIF HUSNI KURNIAWAN								
4	1205	S4	AYU KARTIKA SARI								
5	1206	S5	DISTA SANDRIA								
6	1207	S6	ERNI SARI								
7	1208	S7	FARIDA RAHMAWATI	S							
8	1209	S8	FITRI FAJAR LANIA								
9	1210	S9	GALIH WISNU BROTO				S				S
10	1211	S10	INDAH SULISTYAWATI	S							
11	1212	S11	IQBAL PRIHANTARA								
12	1213	S12	KRISNA AGUNG RIKHARDI								
13	1214	S13	LUTFIANA DIAH								
14	1215	S14	MERY INDRIYANI PUSPITA SARI								
15	1216	S15	MOH NOVANDI								
16	1217	S16	NIKEN ANJAR SUSANTI								
17	1218	S17	NILFA ASTRIANI						S		
18	1219	S18	NOVIANA EKAWATI								
19	1220	S19	OKTAFIA RATNA WULANDARI								

20	1221	S20	PUTRI ENDAH K								
21	1222	S21	UTAMI RAHMASARI	S							
22	1223	S22	WIDY ADMAJI								
23		S23	SINTIYA MIFTI DANARUM								

Keterangan

S: Sakit

I: Izin

A: Alpha

Yogyakarta, 1 Maret 2014

Mengetahui,

Guru Bahasa Inggris

Peneliti

Is Endri Akhzan, S.Pd.
NIP. 1977 03072008 011009

Erika Yulia Puspitasari
NIM.10202244011

APPENDIX K

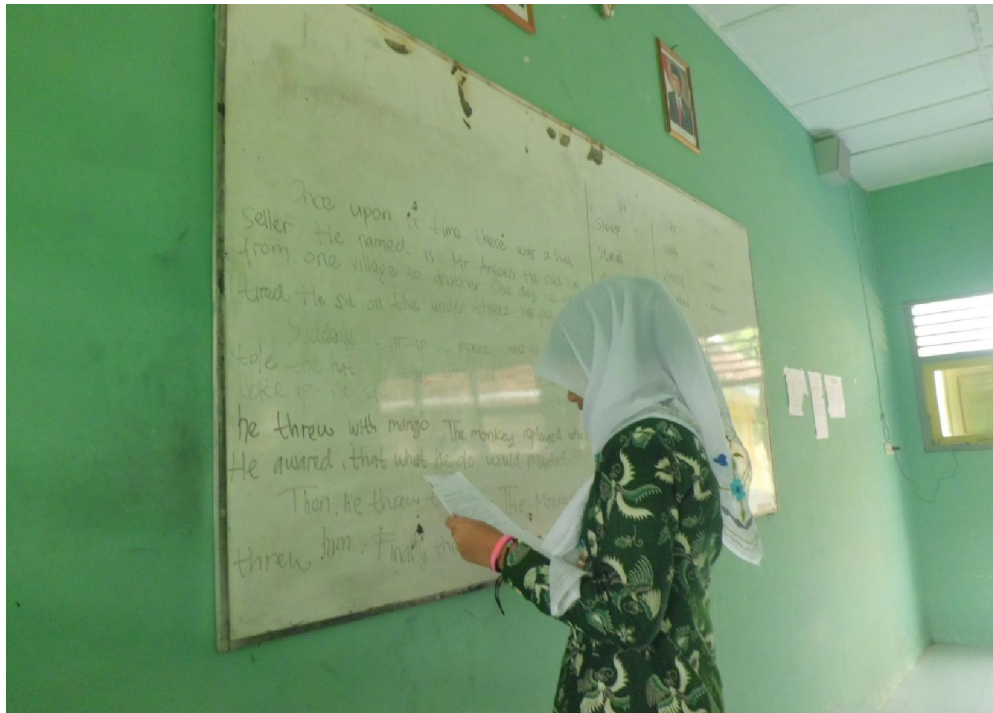
PHOTOGRAPHS



The students work in groups



The researcher uses pictures to stimulate the students



The students write their work on the white board



The students use the dictionary



The students sequence and stick the pictures on the white board



The researcher walks around and gives help and guidance

APPENDIX L

PERMIT LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 2256d/UN.34.12/DT/XII/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

31 Desember 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

THE USE OF PICTURE SERIES TO IMPROVE WRITING SKILL ON TENTH GRADE STUDENTS OF SMA N 1 SRANDAKAN IN WRITING NARRATIVE TEXT IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : ERIKA YULIA PUSPITASARI
NIM : 10202244011
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Januari - Maret 2014
Lokasi Penelitian : SMA N 1 Srandakan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

am. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMA N 1 Srandakan



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 /Reg / VI / 8720 / 12 / 2013

Membaca Surat : **DEKAN FAK BAHASA DAN SENI UNY** Nomor : **2256D/UN34.12/XII/2013**

Tanggal : **31 Desember 2013** Perihal : **IJIN PENELITIAN**

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **ERIKA YULIA PUSPITASARI** NIP/NIM : **10202244011**

Alamat : **KARANGMALANG YK**

Judul : **THYE USE4 OF PICTURE SERIES TO IMPROVE WRITING SKILL ON TENTH GRADE STUDENTS OF SMA N 1 SRANDAKAN IN WRITING NARRATIVE TEXTS IN THE ACADEMIC YEAR OF 2013/2014**

Lokasi : **KAB BANTUL**

Waktu : **31 Desember 2013** s/d **13 Maret 2014**

Dengan Ketentuan

- Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
- Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : adbang.jogjaprov.go.id dan menunjukkan naskah cetakan asli yang sudah di syahkan dan di bubuhi cap institusi;
- Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
- Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website : adbang.jogjaprov.go.id;
- Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal **31 Desember 2013**

An. Sekretaris Daerah

Asisten Perekonomian dan Pengembangan
Ub.

Kepala Biro Administrasi Pembangunan



Tembusan:

- Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- Bupati Bantul CQ Ka. Bapeda
- DEKAN FAK BAHASA DAN SENI UNY
- Yang Bersangkutan



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / Reg / 0002 / S1 / 2014

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/Reg/VI/8720/12/2013

Mengingat : Tanggal : 31 Desember 2013 Perihal : Ijin Penelitian

- Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada

Nama : **ERIKA YULIA PUSPITASARI**
P. T / Alamat : **Fak. Bahasa dan Seni UNY, Karangmalang Yogyakarta**
NIP/NIM/No. KTP : **10202244011**
Tema/Judul : **THE USE OF PICTURE SERIES TO IMPROVE WRITING SKILL ON TENTH GRADE STUDENTS OF SMA N 1 SRANDAKAN IN WRITING NARRATIVE TEXT IN THE ACADEMIC YEAR OF 2013/2014**
Kegiatan :
Lokasi : **SMA N 1 SRANDAKAN**
Waktu : **02 Januari 2014 sd 31 Maret 2014**
Personil : **1 orang**

Dengan ketentuan sebagai berikut :

- Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
- Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
- Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
- Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
- Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
- Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
- Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : **B a n t u l**
Pada tanggal : **02 Januari 2014**

A. Kepala,
Kepala Bidang Data
Penelitian dan Pengembangan,
u.b. Kasubid. Litbang
Heny Endrawati, S.P., M.P.
NIP. 197106081998032004

Tembusan disampaikan kepada Yth.

- Bupati Bantul (sebagai laporan)
- Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
- Ka. Dinas Pendidikan Menengah dan Non Formal Kab. Bantul
- Ka. SMAN 1 Srandakan Bantul
- Dekan Fak. Bahasa dan Seni UNY
- Yang Bersangkutan (Mahasiswa)